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ABSTRACT

The extent to which Maryland postsecondary institutions are fulfilling major mission statements is reviewed by campus, and 5-year program plans are presented. In addition, information is presented on enrollments, programs, finance, facilities, faculty, and libraries. The admission criteria implemented by the public four-year institutions are identified, along with statistical profiles of the entering classes for 1979-1981, and retention rates for 1977-1980. Data are also presented on the percentages of lower-division students for each of the past 5 years, trends in new community college transfer students, graduate enrollment trends, and contracts and grants received at University of Maryland campuses. Additional enrollment data include: the number of new full-time freshmen during the last 3 years; freshmen enrollments plans for the next 10 years, and total enrollment projections in Maryland institutions. College program data include: programs for registered nurses, programs for high ability students, and off-campus programs. Data on finance, facilities, and limited data on faculty and libraries are included. (SW)

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FOURTH ANNUAL REVIEW

MARYLAND STATEWIDE PLAN FOR POSTSECONDARY EDUCATION

NOVEMBER 1982

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I. INSTITUTIONAL ROLES AND MISSIONS

The Statewide Plan identifies general segmental and institutional missions for public institutions. This Chapter is a summary of the extent to which campuses are fulfilling major mission objectives. In addition, five year program plans are included to delineate campus missions in terms of future academic programs development.

ADMISSIONS POLICIES

The Plan provides that each public four-year college and university develop appropriate admissions criteria for predicting student success in its programs. Each institution was to utilize these criteria for admitting students to its entering freshman class beginning in the Fall of 1979, with full implementation not later than Fall, 1980.

Status

Table 1 summarizes the predictive indices used in 1981 as well as those planned for use for Fall, 1982.

University of Maryland.

The University of Maryland traditionally has utilized a combination of SAT scores and high school grade-point average (GPA) as the basis for admitting freshmen. The sliding scale permits a student with a low high school GPA to compensate by performing well on the SAT and vice-versa. The University modified its predictive indices effective Fall 1980. The new formula raised the cut-off scores needed for assured admission. The required SAT/GPA combinations range from 400/3.16 to 1490/1.01. Also under this policy up to 15% of the entering freshman class, University-wide, may be admitted as exemptions to the regular admission criteria as opposed to the previous 6% for each campus. These admissions standards also were used to admit the fall 1981 and 1982 entering classes.

In October, 1981 the Board of Regents adopted new admissions standards for all freshmen who apply to enter the University in 1983. The new policies will have three admissions categories. (1) A Preferred Admissions Category will ensure unconditional acceptance of students whose SAT/GPA combinations range from 470/4.00 to 1590/1.80. National Merit and National Achievement Semifinalists as well as Maryland Distinguished Scholars will also be unconditionally admitted. (2) A Regular Admissions Category will provide admission on a space available basis to

TABLE 1

STATUS OF USE OF PREDICTIVE INDICES

	Fall 1981		Fall 1982	
	Predictors	Criterion	Predictors	Criterion
BTSUC				
Bowie	1.SAT-V 2.SAT-M 3.HS GPA	Predicted Freshman GPA of at least 2.0	No Change	No Change
Coppin	1.SAT-V 2.SAT-M 3.HS GPA in English	Predicted Freshman GPA of at least 2.0	No Change	No Change
Frostburg	1.SAT-V 2.SAT-M 3.HS GPA in Acad. Subjects	Predicted Freshman GPA of at least 2.0	No Change	No Change
Salisbury	1.SAT-V 2.SAT-M 3.HS GPA in Acad. Subjects	Predicted 15 hours of C or better	No Change	Predicted Freshman GPA of at least 2.0
Towson	1.SAT-V 2.SAT-M 3.TSWE 4.HS GPA in Acad. Subjects	Predicted Freshman GPA of at least 2.0	No Change	Predicted Freshman GPA of at least 2.2

TABLE 1 (Cont'd)

STATUS OF USE OF PREDICTIVE INDICES

	Fall 1981		Fall 1982	
	Predictors	Criterion	Predictors	Criterion
Morgan	HS GPA of at least 2.0 and composite SAT of at least 750	Predicted Freshman GPA of at least 2.0	No Change	No Change
St. Mary's	1.Until April 15 composite SAT of at least 900 & HS GPA of at least 2.5	1.Fresh.GPA	No Change	No Change
	2.After April 15 (on space-available basis): composite SAT of 800 & HS GPA of 2.0	2.Fresh.GPA		
UM (All Campuses)	Average in HS courses of C & HS rank in top 40%; or sliding comb. of SAT & HS GPA from SAT=1490 & GPA 1.01 to SAT=400 & GPA 3.16	Fresh.GPA	No Change	No Change

students with SAT/GPA combinations ranging from 400/3.24 to 1490/1.09, which are about the same as the current regular admissions criteria. (3) Individual Admissions Criteria developed by each campus may continue to be used to admit up to the equivalent of 15% of entering students, University-wide, who are not eligible for admission under the first two sets of criteria. The new policies provide the President the option of designating specific high school course requirements for entrance to the University and for individual campuses to further specify high school courses required for enrollment. The possibility of adding such requirements currently is under study. The University also is studying the possibility of raising standards further beginning in 1984.

State Universities and Colleges

Some of the institutions under the governance of the Board of Trustees of the State Universities and Colleges had open-door admissions policies prior to 1980. The University of Baltimore as an upper division institution admits no freshmen. A new policy adopted for implementation in Fall 1980 by the Board of Trustees set a high school average of "C" as a minimum requirement for admission to the State Universities and Colleges. Each institution also was required to develop an index for predicting academic success over and above this minimum requirement. All institutions use combinations of SAT scores and high school grade-point averages for this purpose. Also part of the BTSUC policy is a provision permitting each institution to admit up to 15% of its new freshman class as exemptions to the regular admissions criteria. Salisbury State College and Towson State University have adopted lower limits - 5% and 3%, respectively. Frostburg makes no exceptions.

In March 1982, the Board of Trustees adopted new minimum standards for admissions to the State colleges and Universities. These new requirements will be phased in between 1984 and 1989 in order to provide prospective students and the high schools with sufficient time to make adequate preparation. The new minimum requirements provide for specific high school courses to be completed. The plan for phasing in these requirements is shown in Table 2. Individual campuses may continue to add additional requirements.

Morgan State University.

Morgan implemented admissions criteria beginning in Fall, 1981. A combined SAT score of 750 and a high school GPA of 2.0 are required for admission. Morgan admits up to 15% of entering students as exemptions. These policies continue in effect for the fall 1982 entering class.

TABLE 2

PHASE-IN PLAN
HIGH SCHOOL MINIMUM REQUIREMENTS
BOARD OF TRUSTEES, STATE UNIVERSITIES & COLLEGES

	ACADEMIC YEAR				
SUBJECT	1984-1985	1985-1986	1986-1987	1987-1988	1988-1989
English	4	4	4	4	4
Composition	1*	1	1	1	1
American Literature		1or	1	1	1
English Literature		1*	1	1	1
Other (Pref. Comp. or Lit.)				1	1
Unspecified	3	2	1		
Social Science	3	3	3	3	3
U. S. History	1	1	1	1	1
American Government	1	1	1	1	1
World Civilization				1*	1
Unspecified	1	1	1		
Science	2	2	2	2	2
Biology (Lab)		1*	1	1	1
Other (Lab)				1*	1
Unspecified	2	1	1		
Mathematics	2	2	2	2	3
Algebra I	1*	1	1	1	1
Geometry			1*	1	1
Algebra II					1*
Unspecified	1	1			
TOTAL	11	11	11	11	12
Electives	9	9	9	9	8

* New subjects not currently required for graduation from a Maryland secondary school.

St. Mary's College

St. Mary's College has adopted as admission criteria combined SAT scores of no less than 900 and a high school grade point average of 2.5 or greater. After April 15 the criteria are lowered on a space available basis to combined SAT scores of 800 or above and a 2.0 high school average. St. Mary's will admit 10-15% of its freshman class as exemptions to regular admission criteria.

Exemptions to Regular Admissions Policies

As noted above, most four-year institutions have included provisions for the admission of a proportion of the freshman class outside regular admissions criteria. In all cases institutions have developed alternate criteria for determining which students are to be admitted as exemptions. This appears to be a sound approach for taking into account certain characteristics that may help to predict success for students who have not performed well enough on standardized tests to be admitted. Table 3 indicates the specific criteria utilized by institutions in making exceptions to their regular admissions policies, the percentage of entering freshmen admitted as exceptions, and the percentage allowed under institutional or segmental policy.

Among the institutions governed by BTSUC, most campuses were below or very near their planned limitations. Bowie, with 19% exemptions, exceeded the 15% limit but reduced the percentage of exemptions from the 1980 level (22%). Morgan and St. Mary's were within or near their planned level of exemptions. Within the University of Maryland system, UMES admitted 28% of its entering freshmen as exceptions to university admissions criteria. This is possible because the University's 15% exemptions policy applies to all campuses combined, and UMBC and UMCP each exempted only 6%. However, the 28% level of exemptions is a sharp decrease from the 47% and 41% exemptions in 1980 and 1979, respectively. The high levels of exemptions in 1979 and 1980 at UMES resulted in a recommendation in the 1981 Annual Review that the campus take measures to restrict its exemptions to a level closer to the University-wide level. The reduction in 1981 is consistent with this recommendation.

The Second Annual Review provides for public institutions to annually report to the SBHE those students admitted as exemptions to regular admissions criteria. The State's Desegregation Plan also requires this. All institutions have complied with this provision for 1980 and 1981 entering classes. The SBHE will monitor the effectiveness of the policies utilized by institutions to exempt students from regular criteria through

TABLE 3

EXEMPTIONS TO REGULAR ADMISSIONS CRITERIA

	1981			1982	
	% Planned Exemp.	% Actual Exemp.	Criteria	% Planned Exemp.	Criteria
BTSUC					
Bowie	No more than 15%	19%	1. Participation in extra curricular activities. 2. Leadership 3. Improvement in grades during high school. 4. Unique work experience. 5. Membership in organizations.	15%	No Change
Coppin	No more than 15%	16%	1. Motivation 2. Time management strategies. 3. Goal clarifications.	15%	No Change
Frostburg	0%	0%	Not Applicable	0%	Not Applicable
Salisbury	5%	2%	Same as for Frostburg.	5%	No Change
Towson	3%	1%	1. Non-traditional variables. 2. HS recommendations. 3. Interview.	3%	No Change
Morgan	10-15%	11%	1. Special talents and aptitudes. 2. Potential for academic success. 3. High school recommendations. 4. Interview.	Up To 15%	No Change

TABLE 3 (Cont'd)

EXEMPTIONS TO REGULAR
ADMISSIONS CRITERIA

	1981			1982	
	% Planned Exemp.	% Actual Exemp.	Criteria	% Planned Exemp.	Criteria
St. Mary's	10-15%	16%	1. Clarity of purpose. 2. Maturity. 3. Motivation. 4. Understanding of the nature of a liberal arts college.	10-15%	No Change
University of Maryland					
UMBC	15%*	6%	1. Special talents. 2. Motivation. 3. Potential for academic success.	15%*	No Change
UMCP	15%*	6%	1. Special aptitudes. 2. Leadership potential. 3. Extenuating circumstances. 4. Maturity and experience.	15%*	No Change
UMES	15%*	28%	1. HS GPA between 1.5 and 2.0. 2. HS recommendations. 3. Basic skills test scores. 4. Interviews. 5. Exceptional talent or aptitude.	15%*	No Change

* University-wide - no specific limitations per campus for the percentage of exemptions permitted.

periodic reports in its series of reports or retention.*

Assessment

All public four-year institutions which admit freshmen now have in place higher entrance requirements than in 1978 and most have plans for or are studying the possibility of yet higher entrance standards in coming years. These policy changes promise to have far-reaching effects. Not only should they result in generally improved retention rates and increase the attractiveness of the campuses to high ability students, but they also eventually should improve high school preparation, thereby decreasing the need for remediation at the college level.

Tables 4-13 are statistical profiles of the entering classes at public four-year campuses. These tables, which are published in each Annual Review, provide relevant information concerning the characteristics of each entering class. Of particular interest are institutional retention rates, which will reflect the effectiveness of admissions policies. Because most institutions raised standards beginning in 1980, comparing retention rates for that and subsequent entering classes with those of prior entering classes will be of interest. The effects of increasing admissions standards have already become apparent at UMCP and UMBC, where retention rates have increased steadily.

PERCENTAGE OF UNDERGRADUATES IN THE LOWER DIVISION

The Plan recommends that by Fall 1982 each public college and university (except for UMCP) have no more than 60 percent of its undergraduates in the lower division (freshmen and sophomores). The goal for UMCP is 45%. These percentages of lower division enrollments would make Maryland public four-year institutions more comparable to their national counterparts in terms of the balance between lower and upper division emphasis, would be consistent with their identified missions of decreasing their emphasis on lower division education, and would assure less duplication with the mission of community colleges, which are entirely lower division. In the long term, retaining students and attracting upper division transfer students from community colleges provide the means by which the upper division orientation of these institutions can be increased.

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*The first publications in this series are Volumes I and II of "Retention, Progression and Transfer at Maryland Public Four-Year Institutions," SBHE, April 1982.

TABLE 4

PROFILE OF FRESHMAN CLASS
- BOWIE STATE COLLEGE -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	302	307	292
SAT-M Mean	319	332	323
Combined SAT	621	639	615
HS GPA Mean	N.A.	2.31	2.30
Acceptance Rates (1)			
- In-State Students	86%	83%	84%
- Out-of-State Students	32%	55%	67%
% of freshman class admitted as exemptions (2)	-	22%	19%
N of freshman class - actual (3)	344	293	281
N of freshman class - State Plan limit (3), (4)	-	375	351

Retention Rates

	Freshman Class (3)			
	1977	1978	1979	1980
Enrolled after first year	64%	69%	63%	80%
Enrolled after second year	50%	50%	44%	
Enrolled after third year	42%	38%		

(1) Number of acceptances divided by number of applications
(2) In Fall 1979 Bowie had an open-door admission policy
(3) Full-time only
(4) The State Plan did not provide for Fall 1979 freshman enrollment limitation at Bowie

TABLE 5

PROFILE OF FRESHMAN CLASS
- COPPIN STATE COLLEGE -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	273	282	275
SAT-M Mean	298	297	306
Combined SAT	571	579	581
HS GPA Mean	2.50	2.65	2.51
Acceptance Rate (1)			
- In-State Students	74%	67%	70%
- Out-of-State Students	50%	51%	48%
% of freshman class admitted as exemptions (2)	-	12%	16%
N of freshman class - actual (3)	477	359	380
N of freshman class - State Plan limit (3), (4)	-	435	435

Retention Rates

	Freshman Class (3) 1977	1978	1979	1980
Enrolled after first year	60%	53%	55%	42%
Enrolled after second year	36%	30%	29%	
Enrolled after third year	26%	22%		

(1) Number of acceptances divided by number of applications
(2) In Fall 1979 Coppin had an open-door admission policy
(3) Full-time only
(4) The State Plan did not provide for Fall 1979 freshman enrollment limitation at Coppin

TABLE 6

PROFILE OF FRESHMAN CLASS
- FROSTBURG STATE COLLEGE -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	413	407	420
SAT-M Mean	451	439	453
Combined SAT	864	846	873
HS GPA Mean	3.00	2.91	2.90
Acceptance Rate (1)			
- In-State Students	81%	83%	74%
- Out-of-State Students	73%	76%	73%
% of freshman class admitted as exemptions	-	0%	0%
N of freshman class - actual (2)	737	750	718
N of freshman class - State Plan limit (2)	800	800	780

Retention Rates

	Freshman Class (2) 1977	1978	1979	1980
Enrolled after first year	69%	71%	71%	66%
Enrolled after second year	49%	54%	50%	
Enrolled after third year	44%	50%		

(1) Number of acceptances divided by number of applications
(2) Full-time only

TABLE 7

PROFILE OF FRESHMAN CLASS
- MORGAN STATE UNIVERSITY -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	306	300	296
SAT-M Mean	329	331	324
Combined SAT	635	631	620
HS GPA Mean	2.65	2.61	2.58
Acceptance Rate (1)			
- In-State Students	85%	87%	84%
- Out-of-State Students	74%	72%	71%
% of freshman class admitted as exemptions (2)	-	-	11%
N of freshman class - actual (3)	864	805	898
N of freshman class - State Plan limit (3), (4)	-	880	800

Retention Rates

	Freshman Class (3) 1977	1978	1979	1980
Enrolled after first year	59%	69%	66%	61%
Enrolled after second year	45%	52%	49%	
Enrolled after third year	39%	43%		

(1) Number of acceptances divided by number of applications
(2) In Fall 1979 and Fall 1980 Morgan had an open-door admission policy
(3) Full-time only
(4) The State Plan did not provide for Fall 1979 freshman enrollment limitation at Morgan

TABLE 8

PROFILE OF FRESHMAN CLASS
- SALISBURY STATE COLLEGE -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	411	408	422
SAT-M Mean	446	440	454
Combined SAT	857	848	876
HS GPA (1) Mean	2.66	2.62	2.62
Acceptance rate (2)			
- In-State students	82%	81%	77%
- Out-of-State students	75%	63%	64%
% of freshman class admitted as exemptions (3)	-	11%	2%
N of freshman class - actual (4)	712	622	620
N of freshman class - State Plan limit (4)	800	725	700

Retention Rates

	Freshman Class (4) 1977	1978	1979	1980
Enrolled after first year	68%	71%	67%	70%
Enrolled after second year	53%	53%	53%	
Enrolled after third year	47%	47%		

(1) H.S. grade average in acdemic subjects only
(2) Number of acceptances divided by number of applications
(3) In Fall 1979 Salisbury had an open-door admissions policy
(4) Full-time only

TABLE 9

PROFILE OF FRESHMAN CLASS
- ST. MARY'S COLLEGE -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	466	496	456
SAT-M Mean	483	475	478
Combined SAT	949	971	934
HS GPA Mean	2.79	2.82	2.84
Acceptance rate (1)			
- In-State students	74%	73%	79%
- Out-of-State students	57%	59%	74%
% of freshman class admitted as exemptions	N.A.	8%	16%
N of freshman class - actual (2)	350	306	338
N of freshman class - State Plan limit (2), (3)	-	375	350

Retention Rates

	Freshman Class (2) 1977	1978	1979	1980
Enrolled after first year	70%	69%	68%	68%
Enrolled after second year	39%	50%	42%	
Enrolled after third year	34%	42%		

(1) Number of acceptances divided by number of applications
(2) Full-time only
(3) The State Plan did not provide for Fall 1979 freshman enrollment limitation at St. Mary's

TABLE 10

PROFILE OF FRESHMAN CLASS
- TOWSON STATE UNIVERSITY -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	431	426	430
SAT-M Mean	464	460	461
Combined SAT	895	886	891
HS GPA (1) Mean	2.96	2.89	2.89
Acceptance Rate (2)			
- In-State students	83%	85%	83%
- Out-of-State students	69%	74%	73%
% of freshman class admitted as exemptions	-	1%	1%
N of freshman class - actual (3)	2078	2033	1898
N of freshman class - State Plan limit (3)	2050	2000	2000

Retention Rates

	Freshman Class (3)			
	1977	1978	1979	1980
Enrolled after first year	70%	75%	73%	71%
Enrolled after second year	56%	61%	58%	
Enrolled after third year	51%	54%		

(1) H.S. grade average in academic subjects only
(2) Number of acceptances divided by number of applications
(3) Full-time only

TABLE 11

PROFILE OF FRESHMAN CLASS
- UMBC -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	422	424	432
SAT-M Mean	460	465	478
Combined SAT	882	889	910
HS GPA Mean	3.04	2.84	2.81
Acceptance rate (1)			
- In-State students	88%	85%	81%
- Out-of-State students	70%	83%	63%
% of freshman class admitted as exemptions	6%	5%	6%
N of freshman class - actual (2)	1385	1390	1271
N of freshman class - State Plan limit (2), (3)	-	1550	1475

Retention Rates

	Freshman Class (2) 1977	1978	1979	1980
Enrolled after first year	62%	65%	68%	70%
Enrolled after second year	42%	43%	46%	
Enrolled after third year	32%	34%		

(1) Number of acceptances divided by number of applicants
(2) Full-time only
(3) The State Plan did not provide for Fall 1979 freshman enrollment limitation at UMBC

TABLE 12

PROFILE OF FRESHMAN CLASS
- UMCP -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	450	456	457
SAT-M Mean	510	510	513
Combined SAT	960	966	970
HS GPA Mean	N.A.	N.A.	2.92
Acceptance rate (1)			
- In-State students	89%	81%	82%
- Out-of-State students	78%	67%	58%
% of freshman class admitted as exemptions	4%	6%	6%
N of freshman class - actual (2)	5161	4596	4362
N of freshman class - State Plan limit (2)	4400	4600	4500

Retention Rates

	Freshman Class (2)			
	1977	1978	1979	1980
Enrolled after first year	77%	78%	79%	82%
Enrolled after second year	63%	65%	67%	
Enrolled after third year	57%	59%		

(1) Number of acceptances divided by number of applications
(2) Full-time only

TABLE 13

PROFILE OF FRESHMAN CLASS
- UMES -

	Fall 1979	Fall 1980	Fall 1981
SAT-V Mean	310	323	338
SAT-M Mean	344	358	366
Combined SAT	654	681	704
HS GPA Mean	2.5	2.36	2.42
Acceptance rate (1)			
- In-State students	88%	98%	89%
- Out-of-State students	78%	71%	89%
% of freshman class admitted as exemptions	41%	47%	28%
N of freshman class - actual	352	229	307
N of freshman class - State Plan limit (2), (3)	-	450	305

Retention Rates

	Freshman Class (2)			
	1977	1978	1979	1980
Enrolled after first year	(4)	(5)	(6)	53%
Enrolled after second year	(4)	(5)		
Enrolled after third year	(4)			

(1) Number of acceptances divided by number of applications
(2) Full-time only
(3) The State Plan did not provide for Fall 1979 freshman limitation at UMES
(4) Did not submit data tape or student roster in 1977
(5) Did not submit data tape or student roster in 1978
(6) Submitted roster but could not identify new freshmen in 1979

Status

Table 14 shows the percentages of lower division students for each of the past five years. Three schools, Towson, Salisbury, and Frostburg have remained within the desired range since the adoption of the Plan. In fact, all three have lower percentages of freshmen and sophomores than five years ago. Coppin, which has been above the desired level moved to within the desired range in fall 1981. Morgan, which was well above the recommended level in 1977, has made steady and substantial progress. Morgan should be very close to the 60% goal in fall 1982. UMCP also has made steady progress toward its 45% goal. While it is not likely that it will achieve this level by 1982, the progress to date has been significant, particularly considering the large number of students involved.

Bowie was within the desired range in 1977 and 1978 but has moved slightly above it since. St. Mary's College has remained higher than desired each year. Two schools, UMBC and UMES, have been well above the desired level. UMES has shown improvement for the past two years, while UMBC showed improvement in 1981.

Assessment

Most institutions are either maintaining or are well on their way to achieving the desired balance between upper division and lower division students. The UMBC and UMES campuses, which in the past have been well above the desired percentages of lower division students, made progress in 1981. The University indicates that a more comprehensive inventory of programs on these two campuses may be necessary to achieve the goals specified for them.

Action

EACH INSTITUTION SHOULD CONTINUE TO PLAN TO ACHIEVE ITS GOAL FOR THE PROPORTION OF LOWER DIVISION STUDENTS BY FALL 1982.

COORDINATION OF PROGRAMS BETWEEN COMMUNITY COLLEGES AND PUBLIC FOUR-YEAR INSTITUTIONS

The Plan recommends that all public colleges and universities devote special attention to enrolling community college graduates as part of their efforts to increase their emphasis on upper division enrollments. Such arrangements are important for attracting transfer students, as they provide

TABLE 14

PERCENT OF CLASSIFIED UNDERGRADUATE STUDENTS
AT FRESHMAN AND SOPHOMORE LEVELS

	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982 Goal
University of Maryland						
UMBC	63.2%	63.1%	78.8%	80.4%	67.4%	60% or below
UMCP	53.5%	52.6%	51.9%	51.2%	50.0%	45% or below
UMES	66.6%	67.5%	72.6%	71.8%	69.2%	60% or below
State Colleges and Universities						
Bowie	59.8%	58.5%	62.4%	62.3%	63.3%	60% or below
Coppin	66.3%	68.2%	66.0%	61.6%	57.6%	60% or below
Frostburg	57.0%	58.0%	60.5%	59.5%	56.3%	60% or below
Salisbury	60.8%	58.2%	56.7%	53.9%	55.6%	60% or below
Towson	54.5%	52.1%	53.7%	53.5%	51.1%	60% or below
Morgan State University						
	76.9%	73.3%	69.3%	68.2%	64.8%	60% or below
St. Mary's College						
	62.6%	62.2%	63.6%	65.8%	64.4%	60% or below

information to the prospective transfer student at the point of initial enrollment concerning those courses that can be transferred into specific programs. The First Annual Review provided for Morgan and St. Mary's, which did not have formal articulation arrangements in existence or under development at that time, to develop such arrangements. The Second Annual Review again recommended that Morgan develop articulation agreements with community colleges in its region.

Status

The University of Maryland has had a well-developed and centrally coordinated program of articulation with community colleges for a number of years. These arrangements have been updated as new programs have been added.

The institutions under the governance of the Board of Trustees developed formal articulation arrangements in phases. The first set of arrangements, involving specialized/professional programs, was completed in July 1980. The second phase involved articulation with liberal arts programs. This phase was completed in 1981.

St. Mary's, as provided in the First Annual Review of the Plan, has developed policies concerning the transferrability of courses into each of its divisions from those community colleges from which it receives most of its transfer students.

To date Morgan has developed articulation agreements with two technical programs at CCB: Gerontology and Mental Health. Morgan is currently in the process of developing additional arrangements for other programs.

Trends in new transfer students enrolled are shown in Table 15. The number of new transfers declined in fall 1981 following an increase in 1980.

Assessment

All public four-year institutions, except Morgan, now have comprehensive articulation policies with community colleges. Morgan has developed articulation arrangements to only a limited degree. Morgan needs to develop such policies expeditiously in order to enhance its undergraduate enrollment prospects and to continue to increase its emphasis on upper division instruction. Being the only public four-year institution in the State without a comprehensive set of agreements places Morgan at a distinct disadvantage in recruiting upper division students.

TABLE 15

TRENDS IN NEW COMMUNITY COLLEGE TRANSFER STUDENTS

	Fall 1979	Fall 1980	Fall 1981
Bowie	129	135	128
Coppin	102	96	91
Frostburg	242	271	201
Morgan	158	151	117
Salisbury	145	162	158
St. Mary's	60	68	67
Towson	832	834	781
University of Baltimore	556	550	474
UMAB	140	138	171
UMBC	345	372	425
UMCP	1,625	1,748	1,670
UMES	6	13	18
UMUC	673	693	566
TOTAL	5,013	5,231	4,867

Note: The number of new community college transfer students was obtained by matching the student data tape for each public four-year institution with the data records for all students enrolled in Maryland community colleges during the prior year. The trends from year to year are of interest for planning purposes rather than the actual number of students transferring at any point in time.

Action

MORGAN SHOULD PLACE GREATER EMPHASIS ON DEVELOPING A COMPREHENSIVE SET OF ARTICULATION AGREEMENTS WITH NEARBY COMMUNITY COLLEGES AND SHOULD CONTINUE TO FILE ANNUAL PROGRESS REPORTS WITH THE SBHE.

GRADUATE ENROLLMENTS

The Plan provides for the University of Maryland campuses and Morgan State University to increase the emphasis placed on graduate education. Morgan's emphasis in the graduate area is to be on programs serving urban needs. The State Colleges and Universities are to continue to offer masters programs and may contribute to joint doctoral or advanced certificate programs.

Status

Table 16 provides information concerning graduate enrollments at campuses of the University of Maryland for the past five years. Since 1977 total graduate enrollments for the system have increased by almost 5%. Growth among full-time graduate students has taken place since 1979 while growth among part-time graduate students has taken place each year except for the most recent one. Growth has taken place at the doctoral level, among both full-time and part-time students. Particularly strong growth has taken place among full-time and part-time non-degree students taking graduate- level courses.

UMAB has had an increase in graduate enrollments of almost 20% since 1977. Growth has been concentrated among part-time students. In addition to its graduate enrollments, UMAB currently enrolls almost 2100 students in its Dental, Medical, and Law programs. UMBC has had a 35% increase in graduate enrollments since 1977, with growth at both the doctoral level and among non-degree students. UMCP, while experiencing relative stability in terms of total enrollments, has shown steady growth in the enrollment of doctoral students and non-degree students. Both UMES and UMUC have initiated graduate programs within the past five years. UMES now enrolls 60 graduate students while UMUC enrolls over 500 at a variety of locations throughout the State.

Table 17 shows trends in graduate enrollments at Morgan State University. The campus, which experienced a sharp drop in graduate enrollments between 1977 and 1979, appears to have achieved stability. Its full-time masters program enrollments have increased since 1979 and the enrollments in its recently-initiated doctoral program have grown steadily.

TABLE 16

GRADUATE ENROLLMENT TRENDS
UNIVERSITY OF MARYLAND

	1977	1978	1979	1980	1981
			ALL LEVELS		
Full-Time					
UMAB	749	670	665	662	698
UMBC	86	93	119	128	168
UMCP	2,789	2,563	2,581	2,706	2,786
UMES	0	3	10	4	7
UMUC	0	15	38	10	18
TOTAL	3,624	3,344	3,413	3,510	3,677
Part-Time					
UMAB	484	645	691	790	778
UMBC	230	303	269	351	259
UMCP	4,969	4,920	4,776	4,844	4,740
UMES	0	33	38	58	53
UMUC	234	384	562	622	495
TOTAL	5,917	6,285	6,336	6,665	6,325
Total					
UMAB	1,233	1,315	1,356	1,452	1,476
UMBC	316	396	388	479	427
UMCP	7,758	7,483	7,357	7,550	7,526
UMES	0	36	48	62	60
UMUC	234	399	600	632	513
TOTAL	9,541	9,629	9,749	10,175	10,002
			BY PROGRAM LEVEL		
MASTERS - Full-Time	2,229	1,927	1,908	1,971	2,025
= Part-Time	3,410	3,618	3,574	3,635	3,331
= Total	5,639	5,545	5,482	5,606	5,356
DOCTORAL - Full-Time	1,331	1,345	1,387	1,416	1,518
= Part-Time	1,826	1,834	1,888	1,952	1,992
= Total	3,157	3,179	3,275	3,368	3,510
UNCLASSIFIED - Full-Time	64	72	118	123	134
= Part-Time	681	833	874	1,078	1,002
= Total	745	905	992	1,201	1,136
ALL GRADUATE - Full-Time	3,624	3,344	3,413	3,510	3,677
= Part-Time	5,917	6,285	6,336	6,665	6,325
= Total	9,541	9,629	9,749	10,175	10,002

TABLE 16 (Cont'd)

GRADUATE ENROLLMENT TRENDS

UMAB

	1977	1978	1979	1980	1981
MASTERS - Full-Time	689	603	597	545	580
= Part-Time	324	486	526	589	576
= Total	1,013	1,089	1,123	1,134	1,156
DOCTORAL - Full-Time	52	62	65	69	63
= Part-Time	123	126	144	150	159
= Total	175	188	209	219	222
UNCLASSIFIED - Full-Time	8	5	3	48	55
= Part-Time	37	33	21	51	43
= Total	45	38	24	99	98
ALL GRADUATE - Full-Time	749	670	665	662	698
= Part-Time	484	645	691	790	778
= Total	1,233	1,214	1,245	1,341	1,476

UMBC

MASTERS - Full-Time	77	80	64	86	102
= Part-Time	177	230	149	142	124
= Total	254	310	213	228	226
DOCTORAL - Full-Time	9	13	19	23	42
= Part-Time	7	14	26	38	39
= Total	16	27	45	61	81
UNCLASSIFIED - Full-Time	0	0	36	19	24
= Part-Time	46	59	94	171	96
= Total	46	59	130	190	120
ALL GRADUATE - Full-Time	86	93	119	128	168
= Part-Time	230	303	269	351	259
= Total	316	396	388	479	427

TABLE 16 (Cont'd)

GRADUATE ENROLLMENT TRENDS

	1977	1978	1979	1980	1981
UMCP					
MASTERS - Full-Time	1,463	1,226	1,206	1,326	1,318
= Part-Time	2,675	2,485	2,299	2,243	2,165
- Total	4,138	3,711	3,505	3,569	3,483
DOCTORAL - Full-Time	1,270	1,270	1,303	1,324	1,413
= Part-Time	1,696	1,694	1,718	1,764	1,794
- Total	2,966	2,964	3,021	3,088	3,207
UNCLASSIFIED - Full-Time	56	67	72	56	55
= Part-Time	598	741	759	837	781
- Total	654	808	831	893	836
ALL GRADUATE - Full-Time	2,789	2,563	2,581	2,706	2,786
= Part-Time	4,969	4,920	4,776	4,844	4,740
- Total	7,758	7,483	7,357	7,550	7,526
UMES					
MASTERS - Full-Time	0	3	10	4	7
= Part-Time	0	33	38	39	31
- Total	0	36	48	43	38
UNCLASSIFIED - Full-Time	0	0	0	0	0
= Part-Time	0	0	0	19	22
- Total	0	0	0	19	22
TOTAL - Full-Time	0	3	10	4	7
= Part-Time	0	33	38	58	53
- Total	0	36	48	62	60
UMUC					
MASTERS - Full-Time	0	15	31	10	18
= Part-Time	234	384	562	622	435
- Total	234	399	593	632	453
UNCLASSIFIED - Full-Time	0	0	7	0	0
= Part-Time	0	0	0	0	60
- Total	0	0	7	0	60
TOTAL - Full-Time	0	15	38	10	18
= Part-Time	234	384	562	622	495
- Total	234	399	600	632	513

TABLE 17

GRADUATE ENROLLMENT TRENDS
MORGAN STATE UNIVERSITY

		1977	1978	1979	1980	1981
MASTERS	- Full-Time	179	143	130	142	165
	+ Part-Time	556	448	316	247	207
	= Total	735	591	446	389	372
DOCTORATE	- Full-Time	0	0	0	4	9
	+ Part-Time	0	0	12	16	21
	= Total	0	0	12	20	30
UNCLASSIFIED	- Full-Time	7	15	0	5	3
	+ Part-Time	74	73	55	74	63
	= Total	81	88	55	79	66
TOTAL	- Full-Time	187	158	130	151	177
	+ Part-Time	630	521	383	337	291
	= Total	817	679	513	488	468

Table 18 shows trends in graduate enrollments at the State Colleges and Universities. All graduate programs at these institutions are at the masters level. In addition to its graduate programs, the University of Baltimore enrolls over 900 students in its Law School. Overall, graduate enrollments are down for the 1977-81 period. Full-time students have grown slightly while part-time enrollments have decreased. Bowie, Salisbury, and Towson have had declines; Coppin and Frostburg have experienced relative stability; the University of Baltimore has had strong growth.

Assessment

The continued increases in graduate enrollments at the University of Maryland campuses are encouraging. Particularly significant are the increases registered at the doctoral level, where the Statewide Plan provides for the University, along with Morgan, to have the only role in the public sector and to increasingly emphasize this role. At Morgan, graduate enrollments appear to have stabilized. The continued increases in full-time and doctoral enrollments are encouraging.

At most of the State universities and colleges, graduate enrollment levels depend to a large extent on the demand for graduate education by teachers. All except one of the campuses (the University of Baltimore) in this segment have historically placed heavy emphasis on the education of teachers. The number of new teachers being graduated in recent years has decreased sharply while the percentage of practicing teachers in Maryland with masters degrees, and therefore permanent certification, has increased to over 75%. These two trends have resulted in a substantial decrease in the demand for graduate education by teachers. Both Morgan and UMCP, which also heavily emphasize graduate programs in education, have experienced similar declines in part-time masters level enrollments.

Despite a number of uncertainties, overall prospects for attracting graduate students in the future appear good. A recent followup study of graduates of Maryland's public four-year institutions conducted by the SBHE and the segments indicates that 85% intend to pursue graduate study at some future date. These students also rated their campuses as "good" in the preparation provided for graduate study. Finally, there is evidence that the demand for teachers, particularly at the elementary education level and in speciality areas has bottomed out. Demand for science and mathematics teachers continues to be greater than the supply. Thus, the prospect is for some improvement in demand for graduate education for teachers in the not-too-distant future. An emerging trend also appears to be the enrollment of students without definite degree plans but who are taking graduate courses.

TABLE 18

GRADUATE ENROLLMENT TRENDS
STATE COLLEGES AND UNIVERSITIES

Full-Time	1977	1978	1979	1980	1981
Bowie	52	51	68	57	63
Coppin	78	71	63	75	40
Frostburg	75	96	66	73	57
Salisbury	57	41	44	40	43
Towson	165	151	131	131	124
Univ. of Baltimore	134	131	220	227	315
Total - Full Time	561	541	592	603	642
Part-Time					
Bowie	868	794	762	673	601
Coppin	178	204	192	200	203
Frostburg	482	472	494	483	474
Salisbury	677	676	552	583	526
Towson	1,722	1,682	1,323	1,280	1,201
Univ. of Baltimore	1,140	1,198	1,261	1,355	1,416
Total - Part-Time	5,067	5,026	4,584	4,574	4,421
Total					
Bowie	920	845	830	730	664
Coppin	256	275	255	275	243
Frostburg	557	568	540	556	531
Salisbury	734	717	596	623	569
Towson	1,887	1,833	1,454	1,411	1,325
Univ. of Baltimore	1,274	1,329	1,481	1,582	1,731
Grand Total	5,628	5,567	5,176	5,177	5,063

RESEARCH PROGRAMS

The Statewide Plan identifies research as one of the primary roles of the University of Maryland and of Morgan State University. Morgan's specialized research emphasis is to be on urban problems. The research mission of the State Universities and Colleges is to be limited in scope. These campuses may encourage research and creative work in those areas which are consistent with their curricular emphases and missions. The University of Baltimore's research mission is to be consistent with the requirements of the agencies that accredit its programs and with the Statewide Plan.

Status

Contract and grant awards provide a good measure of the extent to which faculty members successfully compete with other faculty throughout the country. Table 19 shows the contracts and grants awarded to the campuses at the University of Maryland during the past five years. While not all awards are for research, about 75% are and many others are research related. Since FY 1977 the University has increased the amount of contracts and grants received by 55% and the number received by 30%. During the past year, the amount of awards increased by 7% and the number of awards increased by 6%. All entities except the Center for Environmental and Estuarine Studies have had increases since 1977. UMBC, UMES, and UMUC all have more than doubled the amounts received since FY 1977. UMCP has almost doubled the amount received, which is particularly significant because of the relatively large sums involved.

Morgan's major research emphasis is to be on urban-related problems. In FY 1981, Morgan received research awards amounting to $834,667. This was more than twice the $348,034 received in FY80 and almost twice the $468,769 received in FY79. Morgan also received a substantial amount of non-research funding.

The institutions governed by BTSUC received 26 research grants totaling $653,459 in FY 1981. In addition, most of the campuses received much larger amounts for activities related to public service and for non-research activities. St. Mary's College received 2 research and research-related grants amounting to $59,309 in FY 1981.

Assessment

Both the University of Maryland and Morgan have increased the amount of resarch contracts and grants received in recent years. This is an encouraging development as research is an important part of the mission of these campuses and one that the Plan provides should become increasingly important for them. The

TABLE 19

CONTRACTS AND GRANTS RECEIVED
UNIVERSITY OF MARYLAND

	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
UMAB					
Amount	$21,305,178	$20,551,251	$22,187,247	$26,418,077	$24,086,519
Number	265	192	219	287	266
UMBC					
Amount	1,323,643	1,336,962	1,559,223	2,538,116	2,716,264
Number	50	51	48	76	71
UMCP					
Amount	21,122,083	29,209,560	27,621,877	32,129,985	40,498,896
Number	672	891	1,033	876	991
UMES					
Amount	1,472,208	2,659,987	2,289,971	3,407,293	3,070,106
Number	34	34	40	34	34
UMUC					
Amount	1,006,973	890,112	1,836,648	2,988,354	2,882,019
Number	13	9	12	16	16
CEES					
Amount	1,611,479	1,624,762	2,353,964	1,858,882	1,134,513
Number	49	53	35	51	41
TOTAL					
Amount	47,841,564	56,272,634	57,848,930	69,340,707	74,388,317
Number	1,095	1,230	1,387	1,340	1,419

University of Maryland cautions, however, that significant additional investment will be required for continued progress in improving its research mission.

FIVE-YEAR PROGRAM PLANS

The Statewide Plan identifies general segmental missions for the University of Maryland, the State Colleges and Universities, and the Community Colleges. Institutional missions are identified for Morgan and St. Mary's. Beginning with the Second Annual Review, five-year program plans have been included to further delineate campus missions.

The following tables contain for each campus: degrees to be offered, major areas in which programs may be developed in the future, and academic programs that are planned to be proposed during the next five years. Each campus program plan operationally defines the future mission direction of that institution. The five-year academic program plans will be updated annually as part of the Annual Review of the Plan.

The program plans for Salisbury and UMES are consistent with the provisions of the recent cooperative agreement between the two campuses. This agreement will ensure a minimal amount of program duplication at these institutions in the future and provide the basis for increased sharing of resources by them.

INCLUSION OF AN ACADEMIC PROGRAM IN THE FIVE-YEAR PLANS DOES NOT IMPLY FUTURE APPROVAL BY THE SBHE. The SBHE will continue to consider each proposal for a new academic program on its merits, the need for it, its desegregation impact, the availability of funding, facilities and other resources, and on the judged ability of the institution to offer a quality program. At the same time, use of these five-year plans as blueprints for the future should significantly reduce the amount of concern about duplication by institutions and enable each institution to understand where others plan to move in the future. Those program areas designated as "cooperative" will be developed in accord with guidelines to be adopted by the SBHE.

TABLE 20

BOWIE

DEGREES TO BE OFFERED: Bachelors, Masters
FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Public Affairs and Services, Education, Allied Health, Crafts

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
B - Technology
B - Computer Science

1984-85
M - Personnel and Industrial Counseling

1985-86
B - Gerontology

1986-87

TABLE 21

COPPIN

DEGREES TO BE OFFERED: Bachelors, Masters
FUTURE AREAS OF CONCENTRATION: Arts and Science Core,
Human Resource Services,
Education Specialties

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
B - Public Administration
B - Industrial Hygiene and Safety
B - Computer Science

1984-85
B - Visual and Hearing Impaired

1985-86

1986-87

TABLE 22

FROSTBURG

DEGREES TO BE OFFERED: Bachelors, Masters
FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Business, Education, Natural Resources

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
- B - Computer and Information Science
- M - Special Education
- B - International Studies
- B - Business Education
- B - Social Work
- B - Speech Communication
- B - Music Business
- B - Graphic Design

1984-85
- M - Professional Accounting
- B - Dance
- B - Music Therapy
- M - Psychology

1985-86
- B - Communications and Public Relations

1986-87

TABLE 23

MORGAN

DEGREES TO BE OFFERED: Bachelors, Masters, Doctorate
FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Business, Education, Transportation, Urban Affairs, International Studies

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
- M - Religious Studies
- M - International Studies
- D - History
- B - Landscape Architecture
- M - Adapted and Developmental Physical Education
- M - Foreign Languages (Cooperative)
- M - Therapeutic Recreation
- B - Computer and Information Sciences
- M - African-American Studies (Cooperative)
- B - Engineering Physics

1984-85
- D - Sociology

1985-86
- D - Management
- B - Finance

1986-87
- D - Reading

TABLE 24

ST. MARY'S

DEGREES TO BE OFFERED: Bachelors, Masters
FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Selected Regional Service Programs

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
- B - Interdisciplinary Social Science
- B - Psychology
- B - Philosophy/Religious Studies
- M - American Colonial History and Archeology

1984-85
- B - Chemistry

1985-86

1986-87

TABLE 25

SALISBURY

DEGREES TO BE OFFERED: Bachelors, Masters
FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Education, Business, Allied Health

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
- M - Health Administration
- B - Music
- B - Mass Media
- B - Accounting
- B - Law Enforcement

1984-85
- M - Public Administration
- M - Accounting
- B - Commercial Art

1985-86
- M - Recreation/Leisure Studies
- B - Media Technology

1986-87

TABLE 26

TOWSON

DEGREES TO BE OFFERED: Bachelors, Masters
FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Fine Arts, Humanities, Communications, Allied Health, Business Administration, Education

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
- MFA - Art
- M - Music
- M - Foreign Languages (Cooperative)
- B - Computer Science
- M - Scientific and Technical Writing (Cooperative)

1984-85

1985-86
- B - Industrial/Organizational Management

1986-87

TABLE 27

UNIVERSITY OF BALTIMORE

DEGREES TO BE OFFERED: Bachelors, Masters, First-Professional (Law)

FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Business, Law, Public Administration

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84

B - Graphics and Media Technology
LL.M - Law
B - Administrative Technology
B - Computer Science

1984-85

1985-86

1986-87

TABLE 28

UMAB

DEGREES TO BE OFFERED: Bachelors, Masters, Doctorate, First-Professional

FUTURE AREAS OF CONCENTRATION: Health, Law

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
M - Dental Hygiene
M,D - Pharmacy Practice and Administration

1984-85
Advanced Cert. - Community Pharmacy

1985-86
LL.M. - Law

1986-87

TABLE 29

UMBC

DEGREES TO BE OFFERED: Bachelors, Masters, Doctorate
FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Physical and Biological Sciences, Engineering, Health Services Administration, Policy Science, Psychology, Computer Science and Related Areas, Mathematical Statistics, Ethnomusicology

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
- M,D - Mathematical Statistics
- M,D - Toxicological Chemistry
- B,M - Applied Molecular Biology
- M - Health Care Fiscal Planning
- B - Engineering
- M - Operations Analysis
- B - Scientific Photography
- M - Modern Languages (Cooperative)
- M - African-American Studies (Cooperative)
- M - Scientific and Technical Writing (Cooperative)
- D - Training Systems Development (Cooperative)

1984-85
- M - Health Science Policy
- M - Health Physics
- M - Emergency Health Services
- B - Engineering Technology
- D - Operations Analysis
- M,D - Computer Science (Joint with existing programs at UMCP)

1985-86
- M - Water Resources Planning Management

1986-87

TABLE 30

UMCP

DEGREES TO BE OFFERED: Bachelors, Masters, Doctorate
FUTURE AREAS OF CONCENTRATION: Comprehensive

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84
- M - Theater
- M - Housing and Interior Environments
- M - Agriculture
- B - Linguistics
- M - Arts Management
- B - Romance Languages
- B - East Asian Languages and Literatures
- B - Classical Studies
- M - Sports Management
- Upper Div. Cert. - Healthful Living
- Concentration - Community Health Education (In existing Health Ed. Programs)
- Upper Div. Cert. - Applied Social Sciences

1984-85
- D - Engineering
- M - Anthropology
- M,D - Linguistics

1985-86
- M - Industrial Relations and Labor Studies
- B,M,D - Industrial and System Engineering
- M - Engineering Management
- MCS - Computer Science
- M - Biometrics
- M - Historical Preservation
- M - Architectural History
- B - Engineering Materials

1986-87
- M - Primate Ecology and Museum Technology

TABLE 31

UMES

DEGREES TO BE OFFERED: Bachelors, Masters, Doctoral (only with other University campuses)

FUTURE AREAS OF CONCENTRATION: Arts and Science Core, Agriculture, Environmental Science, Technology, Allied Health

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84

B - Agri-Business
M - Environmental Science Education
B - Agricultural Mechanization
B - Agricultural Engineering
M - Applied Computer Science
B - Radiologic Technology
B - General Studies
M - Home Economics Extension
B - Accounting

1984-85

1985-86

1986-87

TABLE 32

UMUC

DEGREES TO BE OFFERED: Associate (to Active Duty Military), Bachelors, Masters

PROGRAMS WHICH MAY BE CONSIDERED FOR DEVELOPMENT:

1982-83

1983-84

1984-85

1985-86

1986-87

II. ENROLLMENTS

The major emphasis of enrollment planning has been on the distribution of new full-time freshmen among public four-year institutions. The 1978 Plan and 1979 Review contained freshman enrollment limitations at four campuses. The 1980 Review contained a freshman enrollment plan for all public four-year campuses.

FRESHMAN ENROLLMENT PLAN

Table 33 shows the number of new full-time freshmen enrolled in Maryland institutions during the past three years. In fall 1981, Maryland institutions enrolled 26,688 new full-time freshmen, which was close to the number projected and about the same as in 1980. The freshman totals for both 1981 and 1980 were somewhat below the 1979 level.

Table 33 also shows that in 1981 over 500 fewer high school seniors graduated from Maryland high schools than in 1980 and that over 1,000 fewer graduated than in 1979. Based on enrollments of high school seniors in fall 1981, the 1982 high school graduating class statewide should have been about the same as in 1981 (final data will not be released until early 1983). Hence, the number of freshmen expected to enter Maryland institutions in fall 1982 should also remain at about the 1981 level if college enrollment rates remain stable. Beginning in 1983, the numbers of seniors graduating from Maryland high schools are expected to begin a substantial long-term drop, interrupted by a short period of stability in 1986, 1987, and 1988.

The enrollment plan for freshmen is intended to help ensure an equitable sharing in the decline in freshmen and to encourage institutions to maintain or raise standards during a period of potentially increasing competition for students. While the Plan includes limitations for all public four-year institutions, the major impacts are at UMCP and Towson, where significant reductions in new freshmen are required. As shown in Table 33, virtually all institutions were well below their limitations in 1981. Even Towson and UMCP could have enrolled more freshmen than they actually did and still have remained within the limitations of the Plan. Only Morgan enrolled more freshmen than provided in the Plan, but is planning for lower levels in future years in conformance with the Plan.

Table 34 is the freshman enrollment plan for the next 10 years. The summary portion of the table shows that the plan

TABLE 33

NEW FULL-TIME STUDENTS

	1979	1980	1981	1981* Proj/ Limits
Comm. Coll.	10,661	11,119	11,543	11,164
BTSUC Instit.				
Bowie	344	293	281	351
Coppin	477	359	380	435
Frostburg	737	750	718	780
Salisbury	712	622	620	700
Towson	2,078	2,033	1,898	2,000
Total	4,348	4,057	3,897	4,266
Morgan	864	805	898	800
St. Mary's	350	306	319	350
University of Maryland				
UMBC	1,385	1,390	1,271	1,475
UMCP	5,161	4,596	4,362	4,500
UMES	352	229	308	305
UMUC	16	18	10	0
Total	6,914	6,233	5,951	6,280
Total Pub. 4-Year	12,476	11,401	11,065	11,696
Total Public	23,137	22,520	22,608	22,860
Independent Instit.	4,035	4,017	4,080	3,950
Total All Instit.	27,172	26,537	26,688	26,810
Maryland High School Graduating Seniors	61,943	61,367	60,893	
Ratio of Freshmen to Graduates	.439	.432	.438	

* Projections represent planning limits contained in the Statewide Plan for public four-year institutions and estimates for community colleges and independent institutions.

TABLE 34

ENROLLMENT PLAN
NEW FULL-TIME FRESHMEN

University of Maryland

	UMBC	UMCP	UMES	UMUC	TOTAL
1979	1,387	5,161	352	14	6,914
1980	1,390	4,596	229	18	6,233
1981	1,271	4,362	308	10	5,951
1982	1,400	4,400	350	0	6,150
1983	1,500	4,300	360	0	6,160
1984	1,600	4,200	360	0	6,160
1985	1,600	4,100	370	0	6,070
1986	1,600	4,000	380	0	5,980
1987	1,600	4,000	390	0	5,990
1988	1,600	4,000	390	0	5,990
1989	1,600	4,000	400	0	6,000
1990	1,600	4,000	400	0	6,000
1991	1,600	4,000	400	0	6,000

BTSUC

	Bowie	Coppin	Frost	Salis	Towson	Total
1979	344	477	737	712	2,078	4,348
1980	293	359	750	622	2,033	4,057
1981	281	380	718	620	1,898	3,987
1982	344	429	780	700	1,950	4,203
1983	337	429	780	720	1,950	4,166
1984	330	419	777	730	1,800	4,056
1985	323	415	774	730	1,700	3,942
1986	316	412	768	730	1,700	3,926
1987	310	409	765	730	1,700	3,914
1988	305	406	763	730	1,700	3,904
1989	305	403	762	730	1,700	3,900
1990	305	400	761	720	1,700	3,885
1991	300	400	760	720	1,700	3,880

TABLE 34 (Cont'd)

ENROLLMENT PLAN
NEW FULL-TIME FRESHMEN

	St. Mary's	Morgan	Total Public Colleges and Universities
1979	350	864	12,476
1980	306	805	11,401
1981	319	898	11,065
1982	375	800	11,528
1983	400	800	11,526
1984	400	800	11,413
1985	400	800	11,212
1986	400	800	11,106
1987	400	800	11,104
1988	400	800	11,094
1989	400	800	11,100
1990	400	800	11,085
1991	400	800	10,080

TABLE 34 (Cont'd)

PLANNING PROJECTIONS
NEW FULL-TIME FRESHMEN

	Public Four-Year	Community Colleges	Independents	Total
1979	12,476	10,661	4,035	27,172
1980	11,401	11,119	4,017	26,537
1981	11,065	11,543	4,080	26,688
1982	11,528	11,059	3,950	26,537
1983	11,526	10,905	3,760	26,191
1984	11,413	10,788	3,650	25,851
1985	11,212	10,672	3,540	25,424
1986	11,106	10,484	3,450	25,040
1987	11,104	10,296	3,450	24,850
1988	11,094	10,113	3,650	24,857
1989	11,100	9,925	3,550	24,575
1990	11,085	9,738	3,550	24,378
1991	10,080	9,586	3,500	23,166
1982-91 Change	-12.6%	-13.3%	-11.4%	-12.7%

results in similar rates of decline for public four-year institutions, community colleges, and independent institutions. Overall, the plan provides for about a 13% decline in new full-time freshmen for the 1982-1991 period. This is about half the rate of decline that is projected to occur in the State for the 15-19 year old age group during the 1980's. The freshmen projections continue to assume that Maryland public four-year institutions will begin to attract increasing numbers of academically able high school graduates who would typically leave the State to attend college. The enrollment plan will continue to be revised each year in light of relevant developments.

In the short run, increasing admissions standards is likely to result in lower freshman enrollment levels at public four-year institutions. However, in the long run higher standards and the increasing emphasis institutions are placing on quality improvement and serving academically talented students are likely to result in higher freshman enrollment levels than would otherwise be the case. Other factors that may work in favor of Maryland public institutions are the sharply increasing costs of attending college and reductions in federal financial assistance.

TOTAL ENROLLMENT PROJECTIONS

Total enrollments in Maryland institutions of higher education increased in 1981 by 2.4% over the previous year (see Table 35). The 1981 total enrollment level was 5.5% higher than five years earlier and 36% higher than 10 years ago. While all categories of enrollments increased for the 10-year period ending fall 1981, the changes in enrollments were either in a negative direction during the past five years or were lower during the 1971-81 period than during the previous five-year period. As shown at the bottom of Table 35, projections for the next 10 years anticipate a continuation of the trend toward stability or decline in each category. Overall, enrollments are expected to increase by only 2.2%, to 236,916, between 1982 and 1991. During the next 10 years substantial declines in full-time undergraduates are anticipated while other categories of enrollments will grow modestly. As a result, FTE students are projected to decline between 1982 and 1991 by 3.0%, from 151,646 to 147,141.

Table 36 shows enrollment projections by category of enrollment and by segment. Tables 37-49 are enrollment projections for each public four-year campus.

TABLE 35

ACTUAL AND PROJECTED CHANGES IN ENROLLMENTS IN MARYLAND INSTITUTIONS OF HIGHER EDUCATION

	Full-Time Undergrad	Part-Time Undergrad	Full-Time Grad/Prof	Part-Time Grad/Prof	Total
Fall 1972	88,499	56,279	10,063	14,005	168,846
Fall 1973	89,093	62,076	10,641	15,100	176,910
Fall 1974	94,043	66,144	10,425	16,560	187,172
Fall 1975	99,101	79,088	10,727	17,784	206,700
Fall 1976	98,607	80,879	10,634	19,587	209,707
Fall 1977	101,540	86,175	10,816	19,080	217,611
Fall 1978	97,117	88,715	10,598	19,360	215,790
Fall 1979	99,412	90,421	10,966	18,562	219,361
Fall 1980	100,141	95,521	11,007	19,247	225,916
Fall 1981	100,764	98,746	11,378	18,774	229,662
			% Change From Prior Year		
1972-1973	0.7%	10.3%	5.7%	7.8%	4.8%
1973-1974	5.6%	6.6%	-2.0%	9.7%	5.8%
1974-1975	5.4%	19.6%	2.9%	7.4%	10.4%
1975-1976	-0.5%	2.3%	-0.9%	10.1%	1.5%
1976-1977	3.0%	6.5%	1.7%	-2.6%	3.8%
1977-1978	-4.4%	2.9%	-2.0%	1.5%	-0.8%
1978-1979	2.4%	1.9%	3.5%	-4.1%	1.7%
1979-1980	0.5%	3.9%	0.4%	3.7%	2.2%
1980-1981	0.6%	3.4%	3.4%	-2.4%	1.7%
			Changes For Selected Periods		
1972-1976	11.4%	43.7%	5.7%	39.9%	24.2%
1977-1981	-0.8%	14.6%	4.2%	-1.6%	5.5%
1972-1981	13.9%	75.5%	12.0%	34.2%	36.0%
			Projected Changes		
1982-1986	-4.9%	7.6%	6.7%	11.4%	2.5%
1987-1991	-3.5%	1.8%	1.1%	2.1%	-0.3%
1982-1991	-9.2%	10.2%	8.4%	14.7%	2.2%

TABLE 36

ENROLLMENT PROJECTIONS*
FULL-TIME UNDERGRADUATES

Fall	BTSUC	Morgan	St. Mary's	Univ. of Md.	Com. College	Ind.	Total
1981	18905	3618	1115	32495	29886	14745	100764
1982	18959	3513	1125	31747	28583	14808	98735
1983	18876	3484	1125	31305	25279	14789	97858
1984	18672	3418	1130	30852	27975	14500	96547
1985	18355	3338	1130	30443	27671	14200	95137
1986	18086	3256	1135	30181	27186	14050	93894
1987	17822	3183	1135	30197	26701	13900	92938
1988	17634	3143	1135	30213	26215	13800	92140
1989	17557	3125	1135	30228	25730	13700	91475
1990	17345	3077	1135	30244	25245	13632	90678
1991	16871	3077	1135	30244	24853	13500	89680
1982-91 Change	-11.0%	-12.4%	0.9%	-4.7%	-13.1%	-8.8%	-9.2%

ENROLLMENT PROJECTIONS
PART-TIME UNDERGRADUATES

Fall	BTSUC	Morgan	St. Mary's	Univ. of Md.	Com. College	Ind.	Total
1981	8296	606	214	16995	66675	5961	98747
1982	8410	813	225	17688	68847	5975	101958
1983	8578	821	235	17970	70215	6000	103819
1984	8720	825	240	18190	71583	6025	105583
1985	8804	827	250	18501	72951	6050	107373
1986	8910	829	255	18756	74862	6075	109687
1987	8910	830	265	19012	75273	6100	110390
1988	8937	832	265	19266	75687	6150	111137
1989	8967	832	265	19420	76098	6125	111707
1990	8934	830	265	19576	76509	6200	112314
1991	8856	823	265	19576	76644	6200	112364
1982-91 Change	5.3%	1.2%	17.8%	10.7%	11.3%	3.4%	10.2%

* These projections are for students enrolled in degree-credit courses only. Students enrolled in non-credit courses and programs are not included.

TABLE 36 (Cont'd)

ENROLLMENT PROJECTIONS
FULL-TIME GRADUATE/FIRST-PROFESSIONAL

Fall	BTSUC	Morgan	Univ. of Md.	Ind.	Total
1981	1492	177	5685	3915	11,269
1982	1513	159	5926	4000	11,598
1983	1541	161	6154	4100	11,956
1984	1549	163	6224	4150	12,086
1985	1562	163	6283	4220	12,228
1986	1567	167	6359	4220	12,313
1987	1565	169	6425	4220	12,379
1988	1565	170	6480	4220	12,435
1989	1555	169	6534	4220	12,478
1990	1554	169	6603	4220	12,546
1991	1548	168	6638	4220	12,574
1982-91 Change	2.3%	5.7%	12.0%	5.5%	8.4%

ENROLLMENT PROJECTIONS
PART-TIME GRADUATE/FIRST-PROFESSIONAL

Fall	BTSUC	Morgan	Univ. of Md.	Ind.	Total
1981	4475	291	6393	7615	18774
1982	4709	337	6683	7713	19442
1983	4923	345	7195	7745	20208
1984	4990	349	7641	7789	20769
1985	5047	356	8075	7816	21294
1986	5098	361	8389	7815	21663
1987	5123	368	8542	7815	21848
1988	5157	370	8651	7813	21991
1989	5143	372	8784	7813	22112
1990	5142	374	8914	7813	22243
1991	5143	374	8981	7800	22298
1982-91 Change	9.2%	11.0%	34.4%	1.1%	14.7%

TABLE 37

BOWIE STATE COLLEGE
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	1292	734	57	673	2756	1818	1798	1360
81/82	1216	664	63	601	2544	1701	1703	1311
82/83	1205	722	63	650	2640	1725	1700	1302
83/84	1205	722	63	708	2698	1745	1700	1278
84/85	1200	762	63	673	2698	1741	1700	1253
85/86	1175	785	65	673	2698	1726	1700	1230
86/87	1150	806	65	673	2694	1708	1690	1205
87/88	1125	811	66	673	2675	1686	1667	1181
88/89	1100	816	66	673	2655	1662	1644	1157
89/90	1100	820	65	673	2658	1663	1644	1156
90/91	1100	823	65	673	2661	1664	1645	1156
91/92	1100	827	64	673	2664	1664	1646	1155

TABLE 38

COPPIN STATE COLLEGE
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	1831	413	75	200	2519	2110	2040	1705
81/82	1554	436	40	203	2233	1807	1868	1439
82/83	1550	430	40	200	2220	1800	1800	1440
83/84	1545	425	40	190	2200	1790	1800	1440
84/85	1540	420	40	195	2195	1785	1800	1440
85/86	1535	415	40	195	2185	1778	1790	1435
86/87	1528	410	40	191	2169	1768	1785	1429
87/88	1522	403	38	189	2152	1757	1780	1422
88/89	1518	400	38	189	2145	1752	1770	1420
89/90	1520	410	38	185	2153	1756	1775	1425
90/91	1525	420	38	185	2168	1765	1780	1435
91/92	1530	420	38	190	2178	1771	1780	1440

TABLE 39

FROSTBURG STATE COLLEGE
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	2839	267	73	483	3662	3159	3159	2945
81/82	2810	268	57	474	3609	3114	3156	2857
82/83	2810	268	57	474	3609	3114	3177	2959
83/84	2810	268	57	474	3609	3114	3156	2956
84/85	2813	280	57	474	3624	3121	3151	2928
85/86	2785	282	57	474	3598	3094	3125	2900
86/87	2765	283	62	474	3584	3079	3108	2880
87/88	2748	285	62	480	3595	3065	3093	2863
88/89	2740	286	67	500	3593	3069	3085	2855
89/90	2732	286	67	495	3580	3059	3077	2847
90/91	2715	285	67	493	3560	3041	3058	2829
91/92	2700	283	65	490	3538	3023	3040	2813

TABLE 40

MORGAN STATE UNIVERSITY
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	3722	841	151	337	5051	4266	4367	4062
81/82	3618	606	177	291	4692	4094	4000	3876
82/83	3513	813	159	337	4822	4055	4055	3852
83/84	3484	821	161	345	4811	4034	4034	3800
84/85	3418	825	163	349	4755	3972	3972	3773
85/86	3338	827	163	356	4686	3895	3895	3700
86/87	3256	829	167	361	4613	3820	3820	3629
87/88	3183	830	169	368	4550	3751	3751	3563
88/89	3143	832	170	370	4515	3714	3714	3528
89/90	3125	832	169	372	4498	3695	3695	3510
90/91	3077	830	169	374	4450	3647	3647	3465
91/92	3007	823	168	374	4372	3574	3574	3395

TABLE 41

SALISBURY STATE COLLEGE
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	2879	816	40	583	4318	3385	3296	2840
81/82	2912	868	43	526	4349	3420	3293	2909
82/83	2869	826	56	600	4351	3400	3315	2928
83/84	2869	836	60	616	4381	3430	3316	2928
84/85	2886	846	64	660	4456	3452	3355	2953
85/86	2853	878	68	690	4489	3444	3348	2924
86/87	2827	900	68	703	4498	3429	3333	2898
87/88	2783	850	67	680	4380	3360	3266	2853
88/89	2779	850	67	681	4377	3356	3262	2849
89/90	2762	850	66	670	4348	3335	3241	2831
90/91	2730	825	66	668	4289	3294	3201	2799
91/92	2612	775	65	668	4120	3158	3070	2680

TABLE 42

ST. MARY'S
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	1105	244	1349	1186	1240	1112
81/82	1115	214	1329	1186	1300	1087
82/83	1125	225	1350	1200	1300	1114
83/84	1125	235	1360	1203	1300	1116
84/85	1130	240	1370	1210	1300	1123
85/86	1130	250	1380	1213	1300	1126
86/87	1135	255	1390	1220	1305	1132
87/88	1135	265	1390	1223	1310	1132
88/89	1135	265	1390	1223	1310	1132
89/90	1135	265	1390	1223	1310	1132
90/91	1135	265	1390	1223	1310	1132
91/92	1135	265	1390	1223	1310	1132

TABLE 43

TOWSON STATE UNIVERSITY
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	9632	4484	131	1280	15527	11685	10996	9825
81/82	9409	4388	123	1201	15123	11391	10852	9664
82/83	9539	4500	135	1260	15434	11594	10800	9009
83/84	9453	4677	137	1340	15607	11596	10700	9135
84/85	9255	4707	139	1404	15505	11431	10600	8980
85/86	9038	4733	140	1425	15336	11230	10400	8765
86/87	8864	4759	141	1448	15212	11074	10200	8596
87/88	8713	4785	142	1470	15110	10940	10100	8446
88/89	8579	4801	142	1483	15005	10815	10000	8315
89/90	8543	4805	142	1489	14979	10783	10000	8280
90/91	8395	4791	141	1492	14819	10630	9800	8135
91/92	8249	4761	139	1491	14640	10472	9700	7990

TABLE 44

UNIVERSITY OF BALTIMORE
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTNE
80/81	1007	1872	1029	1442	5350	3138	3022	1516
81/82	1001	1670	1165	1470	5306	3213	3111	1624
82/83	986	1664	1162	1525	5337	3211	3116	1527
83/84	977	1650	1184	1595	5406	3243	3135	1535
84/85	978	1705	1186	1584	5453	3260	3166	1556
85/86	969	1711	1192	1590	5462	3261	3168	1562
86/87	952	1752	1191	1609	5504	3263	3173	1590
87/88	931	1776	1190	1631	5528	3257	3168	1612
88/89	918	1784	1185	1631	5518	3241	3148	1616
89/90	900	1796	1175	1631	5502	3217	3130	1622
90/91	880	1790	1175	1631	5476	3195	3110	1619
91/92	880	1790	1175	1631	5476	3195	3110	1619

TABLE 45

UMAB
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	1159	160	2675	854	4848	4171	4624	4451
81/82	1199	147	2706	846	4898	4236	4507	4325
82/83	1193	147	2810	742	4892	4299	4496	4314
83/84	1208	196	2891	750	5045	4414	4581	4399
84/85	1211	196	2865	771	5043	4398	4552	4370
85/86	1212	196	2854	774	5036	4389	4544	4362
86/87	1212	196	2859	776	5043	4395	4547	4365
87/88	1212	196	2859	777	5044	4395	4547	4365
88/89	1212	196	2859	777	5044	4395	4547	4365
89/90	1212	196	2859	778	5045	4396	4547	4365
90/91	1212	196	2859	778	5045	4396	4547	4365
91/92	1212	196	2859	779	5046	4396	4547	4345

TABLE 46

UMBC
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	4637	1140	128	351	6256	5262	5100	5008
81/82	4874	1459	168	259	6760	5615	5300	5182
82/83	4900	1550	180	325	6955	5705	5500	5351
83/84	4850	1600	220	375	7045	5728	5522	5373
84/85	4800	1650	260	425	7135	5752	5545	5395
85/86	4800	1700	300	475	7275	5825	5615	5464
86/87	4800	1700	340	525	7365	5882	5670	5517
87/88	4800	1700	380	575	7455	5938	5725	5570
88/89	4800	1700	420	625	7545	5995	5779	5623
89/90	4800	1700	460	675	7635	6052	5834	5677
90/91	4800	1700	515	725	7740	6123	5903	5743
91/92	4800	1700	550	775	7740	6175	5953	5792

TABLE 47

UMCP
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	25100	5214	2706	4844	37864	31125	30151	29276
81/82	24822	5180	2786	4740	37528	30882	29527	29177
82/83	24044	5360	2900	5000	37304	30397	29836	28800
83/84	23626	5434	3000	5300	37309	30204	29800	28213
84/85	23204	5507	3050	5600	37295	29680	29500	27952
85/86	22778	5580	3075	5900	37252	29680	29500	27633
86/87	22500	5654	3100	6100	37258	29518	29000	27600
87/88	22500	5727	3120	6150	37388	29579	29000	27600
88/89	22500	5800	3130	6200	37508	29630	29000	27600
89/90	22500	5800	3140	6250	37629	29657	29000	27600
90/91	22500	5800	3150	6300	37750	29683	29000	27600
91/92	22500	5800	3150	6300	37750	29683	29000	27600

TABLE 48

UMES
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL	FALL HDCT FTES	FY BUD FTES	FALL FTDE
80/81	831	180	4	58	1073	914	908	899
81/82	909	160	7	53	1129	987	974	962
82/83	925	182	14	78	1199	1026	1038	1026
83/84	936	240	19	131	1326	1079	1150	1030
84/85	971	269	24	153	1417	1136	1165	1085
85/86	1007	306	29	188	1530	1200	1231	1146
86/87	1042	337	34	215	1628	1260	1285	1203
87/88	1077	370	39	242	1728	1320	1340	1261
88/89	1112	401	44	245	1802	1371	1392	1317
89/90	1147	404	47	274	1872	1420	1442	1370
90/91	1182	410	50	304	1946	1470	1500	1429
91/92	1182	410	50	320	1962	1475	1500	1429

TABLE 49

UMUC
PROJECTIONS

FALL/ FY	UNDERGRAD FT	UNDERGRAD PT	GRAD/PROF FT	GRAD/PROF PT	TOTAL
80/81	685	10209	10	620	11524
81/82	691	10049	18	495	11253
82/83	685	10449	22	538	11694
83/84	685	10500	24	639	11848
84/85	666	10568	25	692	11951
85/86	646	10719	25	738	12128
86/87	627	10869	26	773	12295
87/88	608	11019	27	798	12452
88/89	589	11169	27	804	12589
89/90	569	11320	28	807	12724
90/91	550	11470	29	807	12846
91/92	550	11470	29	807	12846

III. PROGRAMS

The major objectives of the Plan in the area of Academic Programs are to maintain and improve quality, avoid unnecessary duplication, selectively deal with access problems, and develop programs at underenrolled campuses.

Program Planning and Evaluation

During 1981, the SBHE and the public four-year campuses carried out a followup study of students who received bachelors degrees a year earlier.* The survey provided information concerning the post-graduation activities of graduates as well as information concerning their perceptions of their programs and campuses. The study has been carried out again this year for students graduating in 1981, although the results have not yet been published. It is anticipated that this survey will be repeated on a regular basis.

The followup study provides important information for program planning and evaluation at both the campus and State levels. The Maryland community colleges, which have carried out followup studies for a number of years, have made survey results an integral part of Statewide and campus annual program evaluations. It can be utilized as a means for identifying problems as well as a basis for planning future program directions. It also permits each campus to compare the characteristics of its graduates with those of other campuses. Because the study will be carried out regularly, feedback will be available on a continuing basis.

The 1981 survey found that one year following graduation, most graduates resided and worked in the regions of the State in which they had attended college. Despite the fact that most graduates had only recently entered the labor force, their unemployment rate as a group was the same as that for the entire labor force nationally and slightly better than that for the State as a whole. Their salaries were slightly above the average for the national labor force. Graduates rated their programs as "good" in the preparation provided both for jobs and advanced study. Most who were employed were working in fields related to their programs and most who were in graduate school were majoring in fields related to their undergraduate majors. The vast majority indicated that they had achieved the goals that were most important to them while in college. Engineering, computer

*"Followup Survey of the 1980 Bachelor's Degree Recipients," SBHE, November 1981.

science, and mathematics graduates earned the highest salaries on the average while those graduating from education, foreign language, psychology and programs in the arts earned the lowest.

Overall, the results from the 1981 followup survey were encouraging in at least three major respects. First, students were well satisfied with their educational experiences. Second, most new graduates were integrated into the labor force in occupations related to their programs of study. Third, most graduates were employed and residing in the regions in which they had attended college, thus, contributing directly and relatively quickly to the local and State economies. At the same time, the survey was able to identify differences among programs and campuses on many measures, thus, suggesting areas in which changes or improvements are needed.

ACCESS TO PART-TIME AND EVENING GRADUATE PROGRAMS AT THE UNIVERSITY OF MARYLAND

The Plan recommends that the University of Maryland increase program offerings for part-time and evening graduate students, particularly at the UMCP campus.

Status

Table 50 shows trends in part-time graduate enrollments for the past five years at each campus of the University of Maryland. Overall, part-time enrollments have increased at all campuses except UMCP, where they have been relatively stable. Part-time enrollments as a percentage of total graduate enrollments have remained above 60%. Since the Plan was adopted UMES has begun to offer graduate study and UMUC has fully implemented a graduate program. Both programs enroll almost all part-time students. Another development of consequence has been a 6% increase in the number of part-time doctoral students enrolled at UMCP since 1977 (see Table 16, Chapter 1).

Assessment

Even though there have not been gains in part-time graduate enrollments at UMCP, over 60% of graduate students on the campus are part-time, which is high compared to other major doctoral-granting research universities. The increase in part-time doctoral enrollments at the campus is an indication

TABLE 50

TRENDS IN PART-TIME GRADUATE STUDENTS
UNIVERSITY OF MARYLAND

	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981
UMAB					
No. Part-Time	484	645	691	790	778
% Total Grad. Enr.	39%	49%	51%	54%	53%
UMBC					
No. Part-Time	230	303	269	351	259
% Total Grad. Enr.	73%	76%	69%	73%	61%
UMCP					
No. Part-Time	4969	4920	4776	4844	4740
% Total Grad. Enr.	64%	66%	65%	64%	63%
UMES					
No. Part-Time	N/A	33	38	58	53
% Total Grad. Enr.	N/A	92%	79%	94%	88%
UMUC					
No. Part-Time	234	384	562	622	495
% Total Grad. Enr.	100%	96%	94%	98%	96%
All Univ. of Maryland					
No. Part-Time	4969	4920	4776	4844	4740
% Total Grad. Enr.	64%	66%	65%	64%	63%

that the University is providing increased access in an area in which it has a unique role in the State. This along with the consistent growth that has taken place on the other campuses suggest that the University is providing a relatively high level of access to graduate study on a part-time basis.

PROGRAMS FOR REGISTERED NURSES

The Plan recommends that public colleges and universities offering baccalaureate programs in nursing ensure their programs adequately serve registered nurses desiring to complete bachelors degrees.

Status

All public institutions offering bachelors programs in nursing now have made provisions for serving registered nurses seeking the baccalaureate. Table 51 shows the number of registered nurses enrolled in baccalaureate programs at public four-year campuses. The number of registered nurses enrolled in baccalaureate programs in 1981 was about the same as in 1980.

Assessment

Despite the fact that all public four-year institutions now have baccalaureate programs which serve registered nurses, there are indications that problems of articulation with associate degree and diploma programs remain. The Governor's Commission on Nursing Issues is in the final stages of preparing its recommendations on this and a variety of other issues affecting the nursing profession. This study is likely to recommend additional efforts on the part of public four-year institutions to serve registered nurses.

UTILIZING INTERSTATE COMPACTS AND THE SREB ACADEMIC COMMON MARKET

The Statewide Plan provides that Maryland, to the extent possible, take advantage of programs available through interstate contractual arrangements and the Academic Common Market of the SREB; and that the SBHE take into account programs available through such arrangements in reviewing proposals for new programs.

TABLE 51

REGISTERED NURSES ENROLLED IN
BACCALAUREATE NURSING PROGRAMS

Institution	1980 FT	1980 PT	1980 Total	1981 FT	1981 PT	1981 Total
Bowie						
No. Reg. Nurses Enrolled	12	61	73	33	92	125
Total Nursing Enrollment	12	61	73	33	92	125
Coppin						
No. Reg. Nurses Enrolled	13	28	41	4	15	19
Total Nursing Enrollment	125	42	167	94	41	135
Salisbury						
No. Reg. Nurses Enrolled	19	11	30	12	9	21
Total Nursing Enrollment	137	26	163	257	71	328
Towson						
No. Reg. Nurses Enrolled	2	6	8	14	4	18
Total Nursing Enrollment	363	27	390	355	48	403
UMAB						
No. Reg. Nurses Enrolled	75	72	147	73	60	133
Total Nursing Enrollment	638	113	751	681	105	786
Total						
No. Reg. Nurses Enrolled	121	178	299	136	180	316
Total Nursing Enrollment	1,275	269	1,544	1,420	357	1,777

One program was approved this past year which is available through the Academic Common Market - M.S., Occupational Therapy, Towson State University. Practicing occupational therapists and employed nurses wishing to pursue a masters degree in this field had not been able to take advantage of the SREB program because it required them to leave their jobs to enroll full-time in another state. Because Towson already offered the baccalaureate in occupational therapy and had well developed relationships with treatment facilities in Baltimore, it was able to propose development of what promises to be a strong program to meet the needs of persons employed full-time. The program also complements Towson's other programs in allied health and is consistent with the Plan's designation of Towson as a campus emphasizing future development in health fields.

FUNDS FOR QUALITY IMPROVEMENTS

The Plan provides that the SBHE support institutions' budget requests for specific quality improvements and innovative programs.

Status

Institutions have documented the need for funding for quality improvement in their budget requests and the SBHE has given priority to these requests in its fiscal recommendations. The MARC request for FY 1984 presented by SBHE gave quality maintenance and improvement items the three highest priorities.

(1) $15.6 million to maintain funding for existing programs, adjusted for inflation.

(2) $10 million to increase administrative and faculty salaries where needed to make them competitive with average salaries paid by peer institutions.

(3) $13.6 million for enhancement funding as follows: (a) $5.6 million for the historically black institutions to correct deficiencies in equipment and equipment maintenance, supplies, and to improve faculty development opportunities; (b) $3 million for all of the public four-year institutions to increase the budgets of their honors programs and to provide financial assistance to high ability students; (c) $5 million to the University of Maryland College Park to fund it closer to the level indicated by SBHE's Funding Guidelines.

PROGRAMS FOR HIGH ABILITY STUDENTS

The Statewide Plan provides for all public four-year institutions to develop or improve programs designed to attract high ability students. This recommendation was intended to enable Maryland public four-year institutions to compete better for students with high academic ability, large numbers of whom currently leave the State to attend college.

University of Maryland

UMCP. The General Honors Program at UMCP has been in existence for a number of years. In the 1981-82 academic year, approximately 1100 academically talented students were enrolled in this program, pursuing their general education at a more challenging level. This number is about 200 more than participated in the previous year. Additionally, 31 departments offer Departmental Honors Programs for high ability junior and senior undergraduates, providing 300 students in academic 1981-82 with the opportunity to pursue study at greater depth in their chosen field of concentration. Similar numbers of students are expected to enroll in both the General Honors and the Departmental Honors Programs in academic 1982-83.

The UMCP campus has substantially increased the amount of financial aid awarded to high ability students in recent years. Scholarship aid in the amount of $369,065 was awarded to 476 academically talented undergraduate students in 1981-82. About 573 undergraduates are expected to be awarded close to $440,000 in merit-based aid in 1982-83. Some of the major programs are summarized below.

College Park enrolled 52 National Merit Scholars and eight National Achievement Scholars in 1981-82. The campus is anticipating an increase in these numbers to 77 National Merit and 14 National Achievement Scholars in 1982-83. These students receive a tuition-rebate scholarship of $500 renewable for four years provided the appropriate level of scholarship is maintained.

The Chancellor's Scholars Program and the Community College Scholars Program provides full resident tuition and fee remission. In Fall 1981, 25 freshmen and two community-college transfer students brought the total number of participants in this scholarship program to 78. The campus is expecting 29 freshmen and four transfer students to join this group of scholars, bringing the total number in 1982-83 to 98.

Initiated in fall 1979, the Benjamin Banneker Scholarships are awarded to academically talented minority students. Nineteen new freshmen were added in 1981-82, bringing to 37 the number of students receiving awards, each of which covered the cost of resident tuition and fees. The campus expects to make awards to 21 new freshmen in 1982-83, raising the total number of recipients to 58 in that year.

Other awards for academically talented undergraduate students include the Creative and Performing Arts Scholarship for students with artistic talent, and the Kelly Scholarship for academically precocious high school students. Fifteen Creative and Performing Arts Scholarships, each covering resident tuition and fees, were awarded in 1981-82, the first year of the program. Fifteen additional awards will be made in 1982-83, bringing the total to 30. Two Kelly Scholarships, each valued at $1,000, were awarded to precocious high school students in 1981-82. Two more will be added in 1982-83 for a total of four.

UMES. UMES initiated a joint honors program with UMAB during the fall of 1979. The program is designed to provide assured admission to the UMAB professional schools for students successfully completing the program. In fall 1981, 41 entering freshmen were enrolled in the program. This represented an increase from 28 in 1980 and 31 in 1979. In 1981 a total of 76 students were enrolled and projections are for about 100 students in 1982. Fifty-three of the students enrolled in the program received aid, ranging from $500 to full tuition, room, board, and books.

UMBC. UMBC began both general and departmental honors programs in 1981. The general program is for lower division students while the departmental programs are for juniors and seniors. Entering students who have combined SAT scores of 1100 or high school GPA's of 3.5 are eligible for the general program. In 1981, 345 students participated in either the general program or a departmental honors program. Projections are for 475-500 in 1982.

UMBC offers both Chancellor's Merit and Scholastic Achievement scholarships to incoming freshmen and transfers. The Chancellor's Merit Scholarship, a renewable award of $750 per year, was awarded to 15 freshmen and 5 transfers in Fall 1981 (total-$15,000 awarded). About the same numbers and amounts will be awarded in Fall 1982. The Scholastic Achievement Award, also a renewable award of $750 per year, is designed to recognize academically talented freshmen and transfer minority students. In Fall 1981, 30 freshmen and 5 transfer minority students benefited from this award (total $26,250 awarded). Similar numbers and amounts are expected to be awarded in Fall 1982.

St. Mary's

St. Mary's began its honors program in the fall of 1979. The program provides for freshman and sophomore students in the program to take special honors courses and permits them to take upper division courses. Juniors and seniors in the program may participate in independent study, internships, and/or study abroad. Seniors enroll in a research seminar and write a thesis. They also are required to take comprehensive examinations in their major fields of study and to defend orally their theses before a faculty committee. In the fall of 1981, St. Mary's enrolled 59 entering and returning students in its honors program. This was an increase from 39 in 1980 and 22 in 1979. Ten of the entering students in each year have been awarded State-funded scholarships (Brent-Calvert Fellowships), which provide recipients full tuition, room, and board. Ten awards will again be made to students entering in fall 1982.

Morgan

Morgan has had a general honors program for a number of years. Freshman admission to the program requires a student to achieve a combined SAT of at least 900. Students in the program are eligible to enroll in honors courses, an honors seminar, and special apprenticeship and research programs. In 1981, 74 entering students were enrolled in the program. In addition, Morgan has a variety of departmental honors programs, permitting students to complete research or other special projects. Students in the general honors program receive financial aid through Regents Scholarships and State-funded High Ability and Departmental Honors Scholarships.

State Colleges and Universities

The Board of Trustees established a scholarship, entitled "The Board of Trustees Outstanding Scholar Award" in March 1982. An award of $500 will be granted each Spring session to a second semester junior enrolled in the honors program at each of the six institutions to help defray the awardee's tuition costs in his/her senior year. The awards were presented for the first time in May 1982.

Bowie. The Honors Program at Bowie State College consists of General College Honors and Departmental Honors. Currently 50 students participate in the General College Honors Program and there are 250 students recognized for Departmental Honors. The

program encompasses the entire four years in which the student is enrolled. The first two years are devoted to honors sections of the general education requirements. The last two years involve directed readings and an honors thesis or project under the supervision of a faculty member. Efforts are being undertaken to attract additional students to the program through scholarships and other incentives.

Coppin. High ability students at Coppin have general studies honors program opportunities as freshmen and departmental honors program opportunities as upper division students. As freshmen, students contract to complete advanced placement courses by the end of the sophomore year. To be classified as an honors student and be awarded a citation at graduation a minimum of 12 credits must be completed with a cumulative honors course GPA of 3.00. The departmental honors program student is expected to enroll initially in an interdisciplinary honors seminar and either pass with distinction a comprehensive examination in the student's major or complete a thesis judged to be outstanding by the department's faculty. Upon successful completion the student will be cited at graduation. During AY 1981-82 there were 10 students enrolled in the honors program.

Frostburg. The honors program at Frostburg was initiated during 1981-82 with 67 freshmen enrolled in honors courses. Two departments also have developed departmental honors programs during the past two years. Students who have met the general education honors course requirements and/or the departmental honors requirements are recognized at an Honors Convocation and at Commencement. Future plans call for continued refinement of the curriculum and increased marketing of the program to both potential students and the surrounding communities. Efforts also will be made to identify funds for support of independent research.

Salisbury. In its second year of operation, Salisbury's Honors Program continued to provide specially designed honors courses to students meeting the standards for admission. Approximately 50 students were enrolled in honors courses during the fall semester. The possibility of offering merit scholarships to honors students is currently being explored.

Towson. Though Towson has had an honors program for several years the Honors College approach was implemented during 1981-82 to provide honors level study in meeting the general education requirements of high ability students. A primary objective was to involve the gifted student to a greater extent than normal in the student's own learning process through seminar and/or discussion type courses. The courses are designed with a strong liberal arts emphasis and yet fulfill, for the most part, the

General University requirements. Satisfactory completion of five or more honors courses will result in recognition at graduation. The departmental honors program is designed for the upper division high ability student and provides the student with an intensive but directed and individualized educational experience in his/her major field of study. An honors thesis culminating in an oral examination is required for all departmental honors students. The theses are published when sufficient material has accumulated to complete a volume. Ten departments are currently participating in the departmental honors program. Towson provides modest stipends for non-course related projects involving independent research. Partial scholarships are provided meritorious students who qualify as Presidential Fellows.

University of Baltimore. As an upper division institution the honors program has been designed to meet the needs of gifted students at the junior and senior class level. The program consists of interdisciplinary courses, research projects, independent study and an honors thesis. During 1981-82 undergraduate research assistantships were added to the merit scholarship and student research grants program as incentives for participation in the honors program. Honors students who were recipients of the financial awards represented several majors. The growth and development of the honors program at the University of Baltimore has brought about an interest in future development of the honors curriculum. A joint committee has been formed for the expressed purpose of planning a four course integrated program.

Assessment

With the implementation of honors programs at UMBC in 1981, all public four-year institutions have now either implemented or expanded honors programs for high ability students. These should in the long run improve the ability of these campuses to attract high ability students. Increased State support will be necessary as these programs develop and improve. Funding for honors programs receive high priority in the FY1984 pre-MARC request for higher education.

A number of indicators are used to monitor the effectiveness of these and other programs in reversing the flow of high ability students from the State. As of Spring 1982 there were some signs of progress for the first time. It is likely to take some time to significantly alter the tendency of high ability students to leave the State to attend college. These students are heavily recruited and the competition promises to increase as the numbers of graduating seniors declines. Among other things, changing this trend will require changes in the perception of Maryland

public institutions held by prospective students. Changing these perceptions will require aggressive and sustained effort on the part of each institution to communicate the opportunities available to talented students.

High School Seniors. Table 52 shows the college plans of public high school seniors for the past five years. Between 1978 and 1981, the percentage of college-bound high school seniors leaving the State increased from 27% to 29% and the percentage of A students increased from 46% to 52%. However, in 1982 only 26% of all students and 50% of A students intended to leave Maryland. If this reversal can be maintained, it will be a major accomplisment for Maryland institutions.

SBHE Survey of Semifinalists. For the past four years the SBHE has conducted a survey of Maryland high school seniors who were National Merit and National Achievement Semifinalists to determine their college plans and the reasons for their decisions. These represent the highest achieving students in the State in terms of performance on the Scholastic Aptitude test. The results for the past four years are shown in Table 53. It appears that Maryland public institutions have made some progress during this period, although the results should be interpreted with caution due to the relatively small number of respondents. This survey has consistently found that those students leaving the State are attracted by institutional prestige, high admissions standards, honors programs, and merit based financial aid. The size of UMCP is also frequently indicated as a disadvantage for that campus. Public institutions in Maryland have during the past few years begun to focus greater effort in each of these areas. These efforts appear to have begun to yield results.

Recipients of Maryland Distinguished Scholarships.

The 1978 Maryland General Assembly established the Distinguished Scholar Program. This program administered by the State Scholarship Board, began during the 1979-1980 academic year with 100 renewable scholarships of $500 each for freshmen enrolling in Maryland institutions. In 1980, the General Assembly increased the number of awards to 300 of $800 each. Under the expanded program, at least 150 awards will be made on a competitive basis to Maryland high school seniors while up to 150 will be reserved for students who become National Merit or National Achievement Finalists.

The main outcomes of interest with respect to this program are: 1) trends in the percentage of the finalists who decide not to accept an award and go out of State and 2) trends in the

TABLE 52

COLLEGE PLANS OF MARYLAND PUBLIC
HIGH SCHOOL SENIORS BY AVERAGE GRADE

	A	B	C	D	Total
			1978		
% Staying in State	54%	73%	81%	83%	73%
% Leaving State	46%	27%	19%	17%	27%
	100%	100%	100%	100%	100%
			1979		
% Staying in State	53%	73%	80%	76%	72%
% Leaving State	47%	27%	20%	24%	28%
	100%	100%	100%	100%	100%
			1980		
% Staying in State	51%	72%	79%	78%	72%
% Leaving State	49%	28%	21%	22%	28%
	100%	100%	100%	100%	100%
			1981		
% Staying in State	48%	71%	79%	79%	71%
% Leaving State	52%	29%	21%	21%	29%
	100%	100%	100%	100%	100%
			1982		
% Staying in State	50%	73%	82%	79%	74%
% Leaving State	50%	27%	18%	21%	26%
	100%	100%	100%	100%	100%

Source: Maryland State Department of Education
High School Exit Survey

TABLE 53

COLLEGE PLANS OF 1982 MARYLAND
NATIONAL MERIT AND NATIONAL ACHIEVEMENT
SEMI-FINALISTS

	1979	1980	1981	1982
Institutions Located in Maryland				
State Institutions				
UMBC	1.2%	0.6%	0.6%	0.6%
UMCP	7.6%	12.7%	8.4%	13.3%
UMES	0.6%	-	1.3%	-
Salisbury	-	-	-	1.1%
St. Mary's	-	-	0.6%	-
Towson	0.6%	-	0.6%	0.6%
Subtotal-St. Instit.	9.9%	13.4%	11.6%	15.6%
Independent Institutions				
Columbia Union	0.6%	0.6%	-	-
Goucher	-	-	-	0.6%
Hood	0.6%	-	-	-
Johns Hopkins	4.1%	8.9%	8.4%	5.0%
Loyola	1.7%	2.5%	1.3%	-
Notre Dame	-	-	0.6%	0.6%
St. John's	-	-	0.6%	0.6%
Washington	-	-	-	0.6%
Subtotal-Ind. Instit.	7.0%	13.3%	11.0%	7.2%
U.S. Naval Academy	0.6%	0.6%	1.3%	1.1%
Total - All Institutions Located in Maryland	17.4%	27.4%	23.9%	23.9%
Public	9.3%	14.6%	11.0%	18.3%
Private	73.3%	58.0%	65.2%	57.8%
Total All Institutions in Other States	82.6%	72.6%	76.1%	76.1%
GRAND TOTAL	172 (100%)	157 (100%)	155 (100%)	180 (100%)

enrollment pattern of recipients within Maryland. For 1981-82, of the first group of students offered distinguished scholarship awards, 59% declined an award and decided to attend an out-of-State school. This was higher than in either 1980 (53%) or 1979 (51%). The percentage of students declining awards would be expected to decrease in the future if Maryland institutions make progress in becoming more attractive to high ability students. Note that the results for this program are one year earlier than those reported above for Semifinalists and all graduating seniors. In terms of the in-State enrollment pattern of recipients, UMCP, Johns Hopkins, and Loyola, in that order, have attracted the largest number of recipients each year.

PROGRAMS AND COURSES AT OFF-CAMPUS LOCATIONS

The Statewide Plan requires that new off-campus programs be submitted to SBHE for review; it also provides for the collection and publication of data for off-campus programs offered each academic session, as well as for the submission of a copy of all promotional materials for such courses provided to the public, in order to monitor off-campus offerings.

Status

Beginning with the Spring, 1979 term, the SBHE began collecting these data from all in-State and out-of-State institutions operating in Maryland. Reports are published periodically and institutional responses are available for inspection.

DOCTORAL PROGRAM DEVELOPMENT

The Plan provides that future doctoral program development be limited to institutions currently offering the doctorate and to Morgan State University, which may develop doctoral programs having an urban focus and meeting clearly identified urban needs. Development of cooperative programs between doctoral centers and institutions not granting the doctorate is encouraged in order to ensure an adequate level of access and to maintain quality. Development of doctoral proposals by other institutions is not encouraged. However, proposals for doctoral programs from other institutions will be considered by SBHE and may be approved or receive a positive recommendation in exceptional circumstances

when such a program clearly would be unique within the State and would meet a high priority need.

Status

The SBHE has not approved or endorsed any proposals for doctoral programs at other than doctoral-granting institutions since the Statewide Plan was adopted in 1978.

CERTIFICATES OF ADVANCED STUDY

The Plan provides that programs leading to certificates of advanced study be offered by institutions in fields in which they award the doctorate. New programs leading to certificates of advanced study also may be offered by institutions which award only the masters degree, providing that such programs are offered in cooperation with a doctoral-granting institution and that courses taken in such a program can be credited toward a doctoral degree at the cooperating doctoral-granting institution in the event that a student desires to complete work on a doctorate.

Status

During this past year the SBHE approved the first certificate of advanced study under this arrangement. Towson was approved to award the Certificate of Advanced Study in School Psychology. This program is articulated with doctoral programs in Applied Developmental Psychology at UMBC and UMCP.

DEVELOPMENT OF NEW PROGRAMS

Table 54 indicates those programs approved and endorsed from July 1980 through June 1981. In addition, the Board also reviewed a number of requests to discontinue programs. Those that were approved or endorsed by SBHE for discontinuance are listed in Table 55.

PROGRAM DEVELOPMENT AT BOWIE, UMES, AND UMBC

The Plan recommends increased emphasis on program development at Bowie, UMES, and UMBC in order to increase their attractiveness and thereby improve their enrollment prospects.

TABLE 54

NEW ACADEMIC PROGRAMS APPROVED OR ENDORSED
JULY 1981 - JUNE 1982

Institution	Program Title	Degree	Implem. Date
July, 1981			
UMBC	Nursing	B.S.	Fall 81
UMCP	Public Management	M.P.M.	Fall 8
UMUC	General Admin - new site	MGA	Fall 81
Goucher	Management	B.A.	Fall 81
September, 1981			
Towson	Occupational Therapy	M.S.	Spr. 82
Hood	Info & Computer Science	B.A.	Spr. 82
November, 1981			
UMCP	Special Education (Program Revision)	B.S.	Fall 82
December, 1981			
Salisbury	Respiratory Therapy	B.S.	Spr. 82
Mt. St. Mary's	Theology	B.A.	Spr. 82
January, 1982			
Salisbury	Art	B.A.	Spr. 82
February, 1982			
CCB	Science Tech.	A.A.	Fall 82
Chesapeake Col.	Computer Programming	Cert. & A.A.	Fall 82
Dundalk CC	Data Processing	Cert.	Fall 82
	Industrial Electricity/ Electronics Maintenance Technology	Cert & A.A.	Fall 82
Salisbury	Business Administration	MBA	Fall 82
March, 1982			
Dundalk CC	Phys. Fitness Technology	Cert & AA	Fall 82
	Water Systems Tech	AA	Fall 82
Pr. George's CC	Hospitality Services Management	Cert & AA	Fall 82
Towson	School Psychology	CAS	Sum. 82
UMUC	Program Evaluation & Organizational Assessment - Col. Park & Annapolis Area Only	MS & Post-Bac. Cert.	Sum. 82

TABLE 54 (Cont'd)

NEW ACADEMIC PROGRAMS APPROVED OR ENDORSED
JULY 1981 - JUNE 1982

Institution	Program Title	Degree	Implem. Date
April, 1982			
Anne Arundel CC	Medical Assisting	AA& Cert.	Fall 82
St. Mary's Col. of Md.	Anthropology/Soc.	BA	Fall 82
	Economics	BA	Fall 82
	Political Science	BA	Fall 82
	Public Policy Studies	BA	Fall 82
Western Md. Col.	M.S. Degree Option Added to Master of Education Offerings	M.S.	Fall 82
May, 1982			
Salisbury	Nursing	M.S.	Fall 82
Morgan	Marketing	B.S.	Fall 82
UMAB School Med.	Preventive Medicine	M.S.	Sum. 82
	Epidemiology	Ph.D.	Sum. 82
UMES/UMCP	Special Education	M.S.	Fall 82
June, 1982			
Salisbury	Political Science	B.A.	Fall 82
Towson	Dance Perf. & Education	BFA	Fall 82
UMBC	Human Services Psychology	Ph.D.	Fall 82

TABLE 5[illegible]

PROGRAMS DISCONTINUED
JULY 1981 - JUNE 1982

Institution	Program Title	Degree	Effect. Date
July, 1981			
Coppin	Adult & Cont. Ed.	BA	July 81
Towson	Speech & Drama Teach. Ed.	BA	July 81
September, 1981			
Anne Arundel CC	Ocean Eng. Tech	AA	Sept. 81
Chesapeake College	Agricultural Business	Cert	Sept. 81
Hagerstown Jr. Col.	Hospitality	AA	Sept. 81
Harford CC	Insurance	AA	Sept. 81
Howard CC	Phys. & Wholesale Dist.	AA	Sept. 81
Pr. George's CC	Indust. Eng. Tech.	AA	Sept. 81
November, 1981			
Charles County CC	Library Tech.	Cert.	Nov. 81
March, 1982			
Harford CC	Eng. Tech.	AA	Mar. 82
May, 1982			
Charles Co. CC	Law Enforcement	AA	May 82
Chesapeake College	Recreation Tech	AA	May 82
Essex CC	Banking	AA & C.	May 82
Essex CC	Pub. Admin. Assist.	AA	May 82

Status

Since adoption of the Plan 17 new programs have been approved for these three campuses. Most of these were approved in the first year following adoption of the Plan. These constitute about one-third of all programs approved at public four-year campuses during this period. Chapter 1 contains the five-year program plans for each public four-year institution. UMBC is proposing a relatively extensive list of new programs for the next five years. Most of these are in scientific and technical fields.

One of the specific recommendations of the Plan that has not been implemented is for the University of Baltimore to establish a branch of its law school at the Bowie campus to serve part-time students. The Board of Trustees of the State Universities and Colleges deferred planning on implementing this recommendation until the University of Baltimore received full ABA accreditation. Since full accreditation has now been obtained, the Board has initiated a study of the feasibility of a branch at Bowie.

REGIONAL AND STATEWIDE PROGRAMS AT COMMUNITY COLLEGES

The Plan encourages institutions to undertake cooperative programs whenever feasible. For a number of years Maryland community colleges have cooperated in offering certain programs to residents of other jurisdictions. The Plan supports increased funding for these efforts. These arrangements provide for out-of-county students to be reimbursed for the nonresident tuition differential when enrolled in a designated program. The purpose of this arrangement is to maximize access to specialized programs while at the same time minimizing the need for duplicate programs.

Status

Below is a summary of the extent to which the State Board for Community Colleges (SBCC) has been able to reimburse students in regional and Statewide programs for the out-of-county tuition differential they have been charged.

Fiscal Year	Total Funds	% of Differential Reimbursed to Students
1978	$13,296	5[illegible]%
1979	29,204	53%
1980	55,000	68%
1981	75,000	69%
1982	75,000	71%

FY 1980 was the first year in which State General Funds were appropriated for the program. Federal funds had supported the program previously. This has resulted in an increase in the percentage of the tuition differential that can be reimbursed to the students participating. Table 56 shows those programs designated as either regional or Statewide and the numbers of students served FY 1982. Two additional programs have been added for FY 1983.

Action

SBHE WILL CONTINUE TO SUPPORT REQUESTS BY THE STATE BOARD FOR COMMUNITY COLLEGES FOR FUNDING FOR REGIONAL AND STATEWIDE PROGRAMS.

TEACHER EDUCATION PROGRAMS

The Plan provides for the SBHE to conduct a comprehensive evaluation of teacher education programs at public four-year institutions.

Status

The SBHE has developed descriptive profiles of each program, surveyed graduates of programs, and analyzed supply and demand data. Segmental and institutional governing boards are being asked to review the information for each program and provide SBHE with an assessment. SBHE will utilize outside consultants to review these responses and make recommendations.

TABLE 56

PROGRAMS DESIGNATED AS REGIONAL OR STATEWIDE
BY THE STATE BOARD FOR COMMUNITY COLLEGES

	FTE Students Served (FY 1982)
Allegany Community College	
Dental Hygiene (S)	15.70
Forest Technology (S)	12.87
Respiratory Therapy (R)	0.50
Community College of Baltimore	
Dental Hygiene (S)	20.03
International Trade/Harbor Management (R)	2.13
Physical Therapy Assistant (R)	5.73
Respiratory Therapy Technology (R)	3.90
Catonsville Community College	
Air Transportation Management (R)	22.10
Mortuary Science (S)	36.43
Cecil Community College	
Professional Photography (R)	0.13
Dundalk Community College	
Labor Studies (R)	0.60
Retail Floristry (R)	4.80
Stationary Engineering Technology (R)	3.37
Garrett Community College	
Veterinary Science Technology (S)	3.50
Wildlife Management (S)	21.73
Harford Community College	
Electrodiagnostic Technology (R)	-
Howard Community College	
Biomedical Engineering Technology (R)	6.30
Vision Care Technology (R)	7.93
Montgomery Community College	
Fire Science (R)	5.60
Wor-Wic Tech Community College	
Hotel-Motel Management (R)	-
Nursing, Practical (R)	2.03
Nursing, Registered (R)	10.10

R: Regional
S: Statewide

IV. FINANCE

The Plan contains a number of recommendations concerning budgeting and funding for postsecondary education.

State Support For Independent Institutions

The State Plan addresses independent higher education in two major areas. First the Plan stresses the importance of the independent sector in maintaining diversity in Maryland's higher education system. Second, the Plan recognizes programs offered by independent institutions as an integral part of the State's system of higher education and provides for their recognition in reviewing proposals for new programs from public institutions. In the area of finance, the Plan to date has dealt entirely with issues affecting public institutions.

Maryland has a long history of supporting independent higher education. For most of its history the State has supported independent institutions in order to provide access and choice for Maryland residents to higher education. The State interest in supporting the independent sector also has been based on the recognition of the importance of providing educational diversity as well as promoting quality and fostering innovation in all segments.

The State currently provides financial support to independent higher education in a number of ways. The basic State aid program provides general fund support per FTE student at independent institutions amounting to 20% of that provided per FTE student to public four-year institutions during the prior year. In FY 1983, the program provided $10.7M, or $494 per FTE, for institutional operations. The State also supports up to half of the cost of capital projects for which legislation is enacted. The 1982 Maryland General Assembly appropriated $1.6M for such projects. Students attending independent institutions receive aid through all of the State's major student financial aid programs. Through separate actions, the State at the request of Johns Hopkins University, appropriated special grants of $900,000 in fiscal years 1981, 1982 and 1983 for the Peabody Institute.

Both economic and demographic trends indicate that the 1980's will be a very difficult period for all of postsecondary education. Most independent institutions, because of their high reliance on tuition and fee revenues, are particularly vulnerable to changes in enrollments. Even though this has always been the case, independent institutions have a long record of adaptation to changing circumstances as well as an ability to deal successfully with adversity. The last 10 years have again

demonstrated these qualities, as rather pessimistic predictions concerning independent higher education failed to materialize.

During the coming years most independent institutions will no doubt exhibit the same qualities that have ensured their viability in the past. However, the demographic and economic trends as well as increasing competition from the public sector, where many campuses are also likely to face enrollment difficulty, will be much more serious than during the 1970's. The SBHE will continue through its work with the Maryland Independent College and University Association, Inc. (MICUA) as well as with other independent institutions to keep itself fully apprised of the status of independent colleges and universities to help ensure that these campuses remain financially and educationally sound and serve the State's best interest.

In view of demographic and economic trends and their potential impact on Maryland's independent colleges and universities, it is important at this time to develop guidelines as a basis for determining future decisions about extraordinary financial assistance. In the event that Maryland institutions experience extraordinary financial difficulty and request special assistance from the State, the SBHE shall apply the following guidelines in ascertaining the State's response.

1. Can the institution continue to offer a program of adequate scope and quality without supplemental State assistance?

2. What are the characteristics of the institution or its programs that make it in the clear interest of the State to provide it with supplemental assistance?

3. To what extent would student access to higher education be affected if programs were eliminated or if the campus were closed?

4. What programs does the institution offer which would have to be added or expanded in the public sector if they were no longer offered by the institution either because of elimination or closure? What would be the fiscal impact?

5. What are the specific types of special assistance which would enable the institution to continue to operate? What level of activity would each support? What are the advantages and disadvantages of each?

6. What would be the long-term financial obligation incurred by the State under the various alternatives?

7. How does the priority for this request fit into the priorities for higher education throughout the entire State?

Comparisons with Funding Levels of Public Higher Education in Other States

In addition to the finance provisions of the 1978 Plan, one area was completed this year which was identified for action in the 1981 Update: an assessment of the status of funding public higher education in the State.

Support of higher education in Maryland is low compared with national averages. Inflation has eroded the purchasing power of colleges well below previous levels. Tuition charges to students are at a high level when compared to public institutions in other states. Comparisons between Maryland public four-year segments and peer segments indicate that revenues and expenditures per student in Maryland are below their peers. Faculty and administrative salaries paid by Maryland public four-year institutions in many cases lag behind those paid by peer institutions.

Substantial increases in the level of State support, greater incentives to attract federal and private funds and greater budgetary flexibility are required in Maryland if it is to continue to improve the quality of its system of higher education.

The major initiatives in the finance area during FY 1983 will be an assessment of the approach to funding higher education in the state, the development of tuition and fee guidelines, and the completion of the financial aid study.

TOTAL FUNDING LEVELS

The following recommendation is contained in the Plan. WITHIN FIVE YEARS ALL PUBLIC FOUR-YEAR INSTITUTIONS SHOULD BE FUNDED AT 100 PERCENT OF SBHE BUDGETARY GUIDELINE LEVELS IF WARRANTED ON THE BASIS OF THE MERITS OF INSTITUTIONAL REQUESTS AND EVALUATION OF INSTITUTIONAL PERFORMANCE. INSTITUTIONS WHICH ARE ABOVE OR BELOW 100 PERCENT OF THE GUIDELINE LEVEL SHOULD PLAN A TRANSITION TO REACH THE GUIDELINE LEVEL OF SPENDING IN NO MORE THAN FIVE YEARS. NEW PROGRAMS AND SPECIAL REQUIREMENTS, NOT PROVIDED FOR BY GUIDELINES, SHOULD BE JUDGED ON THEIR INDIVIDUAL MERITS.

Status

Table 57 indicates that the recommendation has not been met.

Assessment

In FY 1979, the four-year public institutions as a group were funded at 94.8 percent of the SBHE guidelines. Funding peaked in FY 1980 at 96.7 percent of the guidelines. Since then, there has been a decline in the total level of funding for the basic operating budgets of institutions in relation to the guidelines. The FY1981 expenditures amounted to 90.8% of guidelines while the FY1982 appropriation was 88.6% of the guidelines and the FY1983 appropriation will be at 90.3% of the guidelines.

In FY 1979, seven institutions (UMCP, Bowie, Frostburg, Towson, Salisbury, the University of Baltimore, and St. Mary's) were below the guidelines. Nine of the institutions are now below the guideline level of expenditures, although almost all made progress in the most recent fiscal year appropriation.

Action

THE STATE SHOULD MAKE AN EFFORT TO FUND PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION AT 100% OF SBHE GUIDELINES.

GENERAL FUND SUPPORT

The Plan contains the following recommendation.

WITHIN FIVE YEARS, THE STATE SHOULD PROVIDE 70 PERCENT OF THE TOTAL FUNDS NEEDED TO FUND GUIDELINE PROGRAMS AT PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES. THE REMAINING INSTITUTIONAL COSTS SHOULD BE BORNE BY STUDENT TUITION AND FEES AND BY OTHER INSTITUTIONALLY GENERATED REVENUES. NON-GUIDELINE PROGRAMS SHOULD BE FUNDED BASED ON THEIR INDIVIDUAL MERITS.

TABLE 57

TOTAL FUND SUPPORT IN GUIDELINE* PROGRAMS
AS A PERCENT OF SBHE REVISED GUIDELINES

	FY 1979 Expenditures	FY 1980 Expenditures	FY 1981 Expenditures	FY 1982 Appropriation	FY 1983 Appropriation
University of Maryland					
College Park	91.4%	92.8%	87.7%	87.2%	88.4%
Eastern Shore	120.9%	107.1%	106.1%	97.7%	96.9%
Balt. County	119.0%	108.4%	102.6%	97.6%	99.6%
Av. Univ. of Md.	95.7%	95.4%	90.4%	89.3%	90.3%
Board of Trustees of the State Universities and Colleges					
Bowie	95.2%	97.8%	94.6%	87.4%	89.3%
Coppin	103.2%	94.9%	95.8%	83.1%	88.6%
Frostburg	95.5%	111.3%	99.3%	94.5%	95.4%
Salisbury	87.5%	90.9%	87.1%	86.2%	87.1%
Towson	91.5%	98.9%	91.0%	90.0%	90.9%
Univ. of Balt.	71.3%	74.2%	72.5%	67.6%	70.7%
Average BTSUC	90.0%	95.0%	89.5%	85.5%	87.3%
Morgan	117.3%	118.4%	103.8%	102.6%	109.1%
St. Mary's	86.7%	99.4%	86.8%	82.4%	89.0%
Average	94.8%	96.7%	90.8%	88.6%	90.3%

* Figures reflect revised budget guidelines

Status

Table 58 indicates that the recommendation has not been met.

Assessment

In FY 1979, 64.5 percent of total expenditures in the guideline programs at the public four-year institutions were supported with General Funds. This increased to 65.0% in FY 1980 and increased again to 65.2% in FY 1981. The FY 1982 appropriation provided for only 63.3% in General Fund support but the FY1983 appropriation resulted in an improvement to 63.7%. There is a good deal of variation in the level of General Fund support in the FY 1983 appropiation, with the University of Baltimore receiving the lowest percentage of General Fund support (56.6%) and UMES the highest (81.4%). Most institutions remain very close to the percent General Funds received in FY 1979. Three exceptions are Coppin (which increased from 61% to 71%), UMBC (which decreased from 78% to 72%) and St. Mary's (which decreased from 77% to 70%).

Action

THE OBJECTIVE OF MOVING TOWARD 70 PERCENT STATE SUPPORT OF GUIDELINE PROGRAMS, AS INDICATED IN THE ABOVE RECOMMENDATION, SHOULD CONTINUE TO BE FOLLOWED FOR PUBLIC FOUR-YEAR INSTITUTIONS.

SELF-SUPPORTING INSTRUCTIONAL ACTIVITIES

The Plan provides for the SBHE to study and develop recommendations concerning State policies for funding summer schools and mini-mesters at public colleges and universities and for funding the University of Maryland University College. Historically, direct State funding has not been provided for these activities except for some overhead costs.

Recommendations

The SBHE completed a study of self-supporting instructional programs at public colleges and universities. The recommendations in the report were adopted by the SBHE at its May, 1979 meeting.

TABLE 58

GENERAL FUND SUPPORT IN GUIDELINE PROGRAMS*
AS A PERCENT OF TOTAL FUNDS
IN GUIDELINE PROGRAMS

	FY 1979 Expenditures	FY 1980 Expenditures	FY 1981 Expenditures	FY 1982 Appropriation	FY 1983 Appropriation
University of Maryland					
College Park	61.1%	60.1%	60.4%	59.0%	59.7%
Eastern Shore	77.9%	81.7%	82.1%	79.3%	81.5%
Balt. County	77.9%	74.5%	72.2%	72.8%	71.8%
Av. Univ. of Md.	64.3%	63.2%	63.1%	61.9%	62.4%
Board of Trustees of the State Universities and Colleges					
Bowie	70.7%	72.9%	75.0%	70.7%	73.1%
Coppin	61.0%	69.6%	72.2%	67.7%	71.2%
Frostburg	68.7%	70.7%	71.7%	69.8%	70.1%
Salisbury	66.4%	71.4%	68.6%	63.0%	62.7%
Towson	61.9%	64.2%	64.0%	61.3%	61.2%
Univ. of Balt.	52.0%	55.5%	58.4%	54.6%	56.6%
Average BTSUC	63.1%	66.6%	67.0%	63.5%	64.2%
Morgan	69.7%	69.9%	70.8%	71.3%	69.4%
St. Mary's	76.7%	74.0%	76.0%	73.0%	69.8%
Average	64.5%	65.0%	65.2%	63.3%	63.7%

* Figures reflect revised budget guidelines

THE STATE BOARD FOR HIGHER EDUCATION RECOMMENDS THAT ALL DIRECT INSTRUCTIONAL AND PUBLIC SERVICE COSTS OF SUMMER SCHOOL, MINI-MESTERS, AND THE UNIVERSITY COLLEGE BE SELF-SUPPORTING AT PUBLIC FOUR-YEAR INSTITUTIONS. HOWEVER, SUMMER SCHOOL AND MINI-MESTER PROGRAMS SHOULD NOT BE REQUIRED TO CONTRIBUTE TO COSTS OF THE REGULAR PROGRAMS OF THE INSTITUTIONS WHICH WOULD BE INCURRED IRRESPECTIVE OF THE EXISTENCE OF SUMMER SCHOOLS AND MINI-MESTERS; AND THE UNIVERSITY COLLEGE SHOULD NOT BE CHARGED FOR THESE COSTS AT THE CAMPUSES ON WHICH IT OFFERS COURSES.

Status

This recommended policy will require additional General Funds because overhead activities which now are partially funded by self-supporting programs will be supported as part of total State-supported programs. This policy would have required increased General Funds of more than $1.5 million in FY 1983. However, funds have not been provided to implement this recommendation.

Action

THE SBHE WILL CONTINUE TO SUPPORT REQUESTS FOR FUNDING TO IMPLEMENT THIS RECOMMENDATION.

STATE SUBSIDY OF AUXILIARY ENTERPRISE OPERATIONS

Fiscal year 1981 was the final year in which the State provided a subsidy to public four-year institutions for the plant operation and maintenance costs of auxiliary enterprise facilities. The State decreased its rate of subsidy for these operations by ten percent per year since FY 1972. The Plan contains a recommendation that this schedule continue to be followed because the subsidy provides benefits only to certain categories of students who in terms of equity should pay for these services. The FY 1982 and FY 1983 appropriations, consistent with this policy, contain no State funding for auxiliary enterprises.

FACULTY AND ADMINISTRATIVE SALARIES

The Plan contains a recommendation that faculty and administrative salary levels at all public colleges and universities be competitive with those at comparable institutions. Specifically recommended in the 1978 Plan was additional funding for faculty salaries beginning in FY 1980 for UMCP (which SBHE analysis had identified as being particularly low in comparison to similar campuses) to permit it to bring salaries closer to competitive levels.

Status

The SBHE supported $1.4M in the FY 1980 budget request for UMCP faculty salary increases over and above Statewide across-the-board increases. The 1979 Maryland General Assembly appropriated $1 million for the entire University for retention and recruitment of outstanding faculty. For FY 1981, the Legislature appropriated $0.5 million to be used entirely for recruitment of outstanding faculty. For FY 1982, the Legislature appropriated $500,000 and for FY 1983 the Legislature appropriated $600,000 for recruitment of outstanding faculty at the University of Maryland. In FY 1983, all faculty will receive a 9% cost-of-living increase and the faculty at the University of Maryland will receive average salary increases of more than 5 percent for merit increases while the State college faculty will receive about 2.5 percent for merit increases. The faculty salaries at UMCP and UMAB still remain substantially below the average salaries paid by comparable institutions. Meanwhile, the faculty salaries at the State Universities and Colleges have remained at about the 75th percentile of the AAUP category IIA institutions. The salary increases in FY 1983 should help the University make some improvement in its relative salary position.

The SBHE report "Administrative Salaries in Maryland Public Postsecondary Education" (January, 1980) indicated that overall administrative salaries at Maryland public institutions were about 10 percent below the average salaries at comparable institutions. An update of this information indicates that administrative salaries are now almost 15 percent below the average salaries at comparable institutions. The difference by segment ranged from equal to the average at Morgan to 12% below the average at the University of Maryland and 17% below the average paid by comparable institutions at the State Universities and Colleges and St. Mary's.

BUDGET ANALYSIS METHODOLOGY

The Plan recommends the SBHE budgetary guidelines be utilized to examine budgetary requests from public colleges and universities. This approach, which concentrates on total program costs and analysis of the costs of comparable programs among institutions, is recommended because of its focus on broad issues and on the distribution of funds according to a number of performance measures. The Plan further recommends that the SBHE, the segments, the Department of Budget and Fiscal Planning, and the Department of Fiscal Services agree on guidelines to be used each year. The SBHE, the segments and the Department of Fiscal Services have worked together on revisions to the current operating budget guidelines.

Operating budget guidelines for Instruction, Administration, Library, Student Services, Physical Plant, and Public Safety programs at the public four-year colleges and universities of Maryland originally were developed by a Committee of the SBHE in 1976. The Board has used these guidelines with minor modifications and inflationary adjustments in their review of the FY1979-FY1982 MARC and Budget requests. After four years of experience with the guidelines, improvements and increased uniformity in institutional reporting and changing conditions in higher education a review of the guidelines was appropriate. A task force composed of the Finance Advisory Committee and other representatives chosen by the segment heads worked with SBHE staff and proposed a revised set of guidelines which has been adopted by the SBHE and was used in the analysis of the FY 1983 budgets.

The 1976 guidelines were driven by projected enrollment; given the anticipated declines in enrollment during the 1980's the revised guidelines are based on the average of the latest actual and projected year's enrollment. During periods of declining enrollments, use of a two year enrollment average (headcount, credit hours, or FTES) will spread the guideline resource reduction over several years. Some resource costs that are highly related to enrollment during growth are not as variable when enrollments decline. The number of tenured faculty, in particular, cannot be immediately reduced.

The revised Instruction guideline has three components: a fixed cost, a variable cost component for instruction and a variable cost component for departmental research. The research component was not explicitly included in the original guidelines; it has been included in the revised guidelines to delineate more clearly institutional roles and missions. The variable cost component for instruction is a 4 x 4 matrix of costs per credit hour delineated by course level and program cost.

In consideration of an environment in which some colleges and universities are facing declining enrollments, some are expanding enrollments and services to students, and some are experiencing shifts in levels of enrollment and academic fields, the Instruction guideline provides two computational options for a school.

Alternative A allows an institution to use only its projected credit hours in the matrix while Alternative B allows an institution to use the average of its actual and projected credit hours. Alternative A will be chosen by institutions with increasing enrollments, shifts in enrollments to higher cost programs or shifts in enrollments from lower division to graduate. Alternative B will be chosen by institutions that are projecting enrollment declines, shifts in enrollments to lower cost programs or shifts from graduate to undergraduate enrollment.

The guideline for the administration program consists of three parts: a fixed cost component, a component related to enrollment, and a component related to the number of non-guideline programs. The number of non-guideline programs represents a measure of the complexity of the school.

The revised Library guideline is composed of five parts: a fixed cost component; a component for normal ongoing book purchases; a component to reflect faculty needs; a component for enrollment needs; and a component to reflect research needs. The purchase component reflects the ALA position that five percent of the A.L.A. standard number of books required by each institution's library should be purchased each year.

The revised Student Services guideline recognizes that there is a fixed cost component associated with non-academic services for students and that the variable costs of this program are related to the number of admission applications and FTES.

The revised Public Safety guideline has two components, fixed cost and a measure related to headcount enrollment.

The Physical Plant Guideline has four components: fixed cost; a component related to student use; a measure of the building space maintained; and fuel and utilities. A separate formula will be developed for fuel and utilities that relates fuel and utility cost to weather conditions (with heating and cooling degree days) and BTU's consumed. Until that time, the institution's estimate of fuel and utility costs will be added to the other three components to derive total physical plant costs.

LEVEL OF DETAIL IN BUDGETS

The Plan contains the recommendation that the SBHE initiate discussions with the Department of Budget and Fiscal Planning and the Legislature to determine the feasibility of developing budget formats which require less detailed expenditure requests. This would reduce the burden of budget preparation as well as provide institutions with more flexibility to expend funds within specific budget programs.

Status

The SBHE and the segments have had discussions with the DBFP on budget formats for the FY 1983 budget submission. Numerous changes were made in the submission requirements which reduced the burden on the institutions. The DBFP and SBHE have continued to send out a joint set of instructions for budget submissions.

The SBHE has begun review of the entire budget process in Maryland. A survey has been conducted of 15 states concerning their process and of an agreement established in Colorado among the institutions, the Governor and the Legislature has been reviewed. The Colorado agreement provides a major change in the budget process in that State.

Action

THE SBHE WILL CONTINUE TO WORK WITH THE INSTITUTIONS/SEGMENTS/AGENCIES, THE DBFP AND THE DFS TO ESTABLISH A BUDGET PROCESS WHICH PROVIDES GREATER FLEXIBILITY FOR PUBLIC HIGHER EDUCATION.

EVALUATION

The Plan provides that the SBHE develop a process for evaluating the overall effectiveness of operations at public institutions. Major purposes of the evaluation process are to help ensure quality and efficiency, to provide a better basis for policy and budgetary decisions, and to lessen the need for pre-audits and related budgetary controls. The SBHE has initiated two major efforts for evaluation of institutions: audits and joint evaluations in conjunction with regional accreditation.

Status and Action

During FY 1982, the SBHE contracted with Coopers and Lybrand to conduct financial and enrollment audits of FY 1981 of all the public four-year institutions. Coopers and Lybrand reviewed the data systems which are used to provide the information for the SBHE's enrollment information system. The auditors found the enrollment information reported by the institutions accurate. Coopers and Lybrand gave all the institutions clean financial opinions with the exception of Bowie, where it qualified its opinion only because of the unavailability of records to support the historical cost of the college's investments in physical plant; and Morgan, where it was unable to render an opinion. In addition, the auditors provided management letters for each institution which included recommended changes in existing systems and procedures.

Audits of FY 1982 of all the public four-year institutions are now being conducted. The Board hopes that the receipt of clean opinions on post-audits will lessen the need for the extensive pre-audit requirements to which higher education is subject.

During FY1982, the SBHE engaged outside consultants to accompany the Middle State's team to four public institutions as part of the joint SBHE-MSA agreement. Harford Community College, Essex Community College, Morgan State University and the University of Maryland-University College. This represented the third year in which joint visits have been carried. In each case, MSA renewed the institution's accreditation and SBHE extended its authorization to operate. In each case, recommendations also were made to the campuses concerning improvements and changes.

V. FACILITIES

The SBHE has undertaken with the University of Maryland a pilot obsolescence study to determine the need for comprehensive alteration and renovation of facilities. Completion of this effort is anticipated during FY 1983. Many existing campus facilities appear to be in a state of substantial deterioration. It is, therefore, important that the State be fully appraised of the extent of the deterioration, including identification of facilities and the development of cost estimates for alterations, renovations, or razing.

During FY 1983, the SBHE also will conduct a study on alternative ways of providing library space. Several institutions in their five-year facilities plans have indicated the need for expansions to existing libraries. The staff, in cooperation with the segments, will examine alternatives to additions to each existing facility to provide institutions with the required space. Two alternatives which will be considered are the use of space-efficient storage to provide better utilization of existing space and the feasibility of a regional book storage facility. The report will include a cost estimate for each of the alternatives considered.

PRIORITIES FOR FUNDING FACILITIES

The State Plan and each Annual Review have established priorities which the SBHE has used in reviewing capital projects. These priorities have emphasized improvements to existing facilities over construction of new ones.

Status

For FY 1984 project requests the SBHE will continue to utilize the same set of priorities as it has used during the two previous budget cycles.

Action

THE SBHE WILL UTILIZE THE FOLLOWING SET OF PRIORITY CATEGORIES, IN ADDITION TO EVALUATION OF THE MERITS OF INDIVIDUAL PROJECTS, IN REVIEWING FY 1984 CAPITAL PROJECT REQUESTS: (1) PROJECTS IMMEDIATELY REQUIRED TO PROTECT LIFE OR AVOID MAJOR PROPERTY DETERIORATION; (2) COMPLETION OF AND EQUIPPING OF PROJECTS WHICH HAVE ALREADY BEEN FUNDED; (3) ENERGY CONSERVATION; (4) RENOVATION, ALTERATION AND REPLACEMENT OF EXISTING FACILITIES; (5) IMPROVEMENT OF HANDICAPPED ACCESSIBILITY; (6)

UTILITIES IMPROVEMENTS; (7) SITE IMPROVEMENTS; (8) EXPANSION OF EXISTING FACILITIES; (9) CONSTRUCTION OF NEW FACILITIES; AND (10) PROPERTY ACQUISITION.

ELIMINATION OF DEFERRED MAINTENANCE PROJECTS

The Plan provided that each public segment submit to SBHE a plan for the elimination of deferred maintenance projects. The First Annual Review provided that each public segment submit five-year plans for eliminating deferred maintenance projects as part of their annual plans.

Status

Each of the public four-year institutions has submitted a list of its deferred maintenance projects through FY 1986 as a part of its FY 1982 Plan/MARC submission. The State Board for Community Colleges also has conducted an evaluation of deferred maintenance items at community college campuses.

Assessment

The State began providing General Fund support for deferred maintenance projects in FY 1979. However, requests for deferred maintenance projects have far exceeded appropriations. Furthermore, additional deferred maintenance projects are being added because there are inadequate funds for on-going maintenance at the institutions and very little funding for preventive maintenance programs. Unless the level of funding for deferred maintenance is increased substantially and the level of funding for on-going and preventive maintenance programs also is increased, the situation will continue to become worse. Table 59 shows appropriations for deferred maintenance projects by institution for FY 1979 through FY 1983.

Action

THE PUBLIC FOUR-YEAR INSTITUTIONS SHOULD CONTINUE TO REQUEST AND THE SBHE WILL CONTINUE TO SUPPORT FUNDING TO ELIMINATE ALL DEFERRED MAINTENANCE PROJECTS ON THEIR CAMPUSES.

TABLE 59

FUNDING FOR DEFERRED MAINTENANCE PROJECTS

	FY 1979 Expenditures	FY 1980 Expenditures	FY 1981 Expenditures	FY 1982 Appropriation	FY 1983 Appropriation
University of Maryland					
UMAB	$ 417,562	$ 0	$ 851,338	$ 601,300	$ 841,300
UMBC	120,670	0	0	0	125,000
UMCP	2,291,830	1,167,200	1,102,179	1,062,000	1,662,000
UMES	56,027	0	25,000	47,000	130,000
CEES	190,056	27,320	0	0	35,000
Agri. Exp. Sta.	38,654	127,111	0	0	92,000
UM-Subtotal	$3,114,799	$1,321,631	$1,978,517	$1,710,300	$2,885,300
Board of Trustees of the State Universities and Colleges					
Board	$ 0	$ 0	$ 161,200	$ 482,000	$ 0
Bowie	112,979	84,000	0	0	0
Coppin	57,639	0	0	0	0
Frostburg	386,409	86,000	0	0	0
Salisbury	212,416	35,000	0	0	0
Towson	372,595	105,000	0	0	0
Univ. of Balt.	267,012	0	0	0	0
BTSUC - Subtotal	$1,409,050	$ 310,000	$ 161,200	$ 482,000	$ 0
Morgan	$ 0	$ 159,500	$ 0	$ 262,500	$ 0
St. Mary's	$ 0	$ 107,100	$ 107,880	$ 125,000	$ 0
TOTAL	$4,523,849	$1,898,231	$2,247,597	$2,579,800	$2,885,300

* Contained in Board of Public Works Budget, included in Total

PREVENTIVE MAINTENANCE PLANS

The Plan contains a recommendation that public institutions and segments submit five-year preventive maintenance plans. The 1979 Update to the Plan revised this recommendation indicating that instead of requiring submission of five-year plans the SBHE would review the annual submissions by public institutions and segments to the Department of General Services to determine the adequacy of their preventive maintenance programs. Based on this review, SBHE is to suggest any needed revisions.

Status

The first, second, and third sets of institutional evaluations of preventive maintenance plans have been received by the Department of General Services (DGS) and a copy has been sent by DGS to SBHE. The SBHE will continue to monitor the evaluations.

Action

THE PUBLIC INSTITUTIONS SHOULD CONTINUE TO SEND COPIES OF THE EVALUATIONS OF THEIR PREVENTIVE MAINTENANCE PROGRAMS REQUIRED BY DGS TO THE SBHE. THE SBHE WILL REVIEW THE EVALUATIONS AND INCORPORATE RECOMMENDATIONS INTO ITS BUDGET RECOMMENDATIONS.

HANDICAPPED ACCESSIBILITY

The Plan provides that the SBHE request from public institutions and segments, beginning with their FY 1980 Capital budget requests, projects required to implement the provisions of the Federal Rehabilitation Act of 1973 concerning accessibility for the handicapped. Federal law requires that all programs be accessible to the handicapped by June, 1980.

Status

Public institutions submitted handicapped accessibility projects as part of their FY 1980 and FY 1981 Capital budget requests. These projects constituted Phase I of complying with the Federal legislation. Most institutions have been

appropriated the funding required to comply with the Federal law. A few institutions will have additional handicapped accessibility requests in their FY1984-FY1987 Capital Budgtet submissions. The older campuses have had the greatest difficulty in complying with these guidelines as most of their facilities were constructed before architects took into account the needs of the handicapped in their designs. More than $5.0 million will be expended for facilities modifications. Funds for facilities modifications have been included in both operating and capital budgets.

Action

THE SBHE WILL CONTINUE TO MONITOR THE HANDICAPPED ACCESSIBILITY OF ALL OF THE PUBLIC INSTITUTIONS.

STATEWIDE FACILITIES INVENTORY

The Update to the Plan provides that the SBHE, in cooperation with the Department of State Planning and Segments, develop an automated facilities inventory system for all institutions of higher education by July 1, 1980.

Status

The initial inventory has been submitted. The inventory will be updated each year.

Action

THE SBHE WILL PROVIDE WITHIN THE CONSOLIDATED BUDGET A REPORT SPECIFYING THE AMOUNT OF SPACE BY TYPE DURING FY 1983. THIS REPORT WILL BE UPDATED ANNUALLY.

REVIEW OF FACILITY SPACE REQUIREMENT GUIDELINES

The Update to the Plan provides that a review of the Space Guidelines for public four-year institutions be undertaken when the facilities inventory is completed.

Status

The Department of State Planning hired a consulting firm to assist in the revision of space guidelines for public four-year institutions. The firm worked with an advisory group composed of representatives from DSP,DBFP, SBHE, the University of Maryland and the State Universities and Colleges. DSP-approved guidelines were completed in July, 1981. SBHE approval took place in October, 1981.

Action

EACH CAMPUS WILL SUBMIT DATA ANNUALLY IN THE CAMPUS DEVELOPMENT PLAN UPDATE WHICH UTILIZES THE SPACE GUIDELINES TO SUPPORT THEIR SPACE NEEDS ASSESSMENT.

CAMPUS CAPITAL DEVELOPMENT PLANS

The Plan provides that campus development plans be submitted to the SBHE as part of annual capital budget requests by public institutions and segments. The First Annual Review provided that public institutions which were not currently involved in the process of planning for or writing new plans would not be required to submit updated campus development plans until a Statewide Facilities Inventory was completed and Space Guidelines revised. Public institutions which had nearly completed (more than 75% complete) plans were encouraged to continue developing them and provide updates once the Statewide space inventory and space guidelines were revised.

Status

All four year institutions have submitted updated campus development plans at the request of DSP. Review of these plans by the SBHE occurred during FY 1982. Completion of the Space Guidelines has been finalized by DSP and were approved by the SBHE. The Statewide Facilities Inventory for FY 1981 has been submitted and the FY 1982 update was submitted in September, 1981. The FY 1983 update will be submitted to the SBHE concurrently with the FY 1983 Campus Development Plans in the spring of 1983.

There is a continuing need for completed and up-to-date plans for capital budget review. Standardized and complete

inventories of campus facilities are available and detailed guidelines will be utilized to review FY 1984 Capital Budget requests for determining space needs.

ENERGY CONSERVATION

The Plan recommends two energy conservation measures: 1) that capital project requests for buildings include a life cycle cost and energy consumption analysis and 2) that public institutions of higher education participate in the Federal energy audit and construction programs of the National Energy Act.

Status

The Department of General Services has developed guidelines for carrying out life cycle cost and energy consumption analyses. These will be incorporated in all capital facilities (building) projects as required by DGS.

The Education Coordinating Committee has been designated as the group responsible for implementing provisions of the National Energy Act for education in Maryland. The SBHE and the State Department of Education participated in the development of the State's application for Federal funding to perform preliminary energy audits and energy audits as required by the Act.

Following promulgation of Federal guidelines, the SBHE and the State Department of Education (SDE) participated in developing a proposal for Federal funding of technical assistance to and energy conservation measures for institutions undertaking such projects. In addition, the SBHE and the SDE have provided assistance to all educational institutions which participate in this Act. The SBHE and the SDE will continue to provide assistance for the remainder of the Federal program. It is expected that Cycle IV in 1982 will be the final opportunity for institutions to apply for assistance under this program.

Action

ALL PUBLIC INSTITUTIONS WILL SUBMIT BY NOVEMBER, 1982 A REPORT TO BE UPDATED ANNUALLY TO THE SBHE ON REDUCTIONS IN ENERGY CONSUMPTION. CAPITAL PROGRAM STATEMENTS BEGINNING IN FY 1981 WERE REQUIRED TO CONTAIN DIRECTIONS TO A/E DESIGN TEAM TO INCLUDE

LIFE CYCLE COSTS AND ENERGY CONSUMPTION ANALYSES DURING THE DESIGN PHASE. WITH THE ANTICIPATED TERMINATION OF FEDERAL ENERGY FUNDING ASSISTANCE, THE SBHE WILL STUDY ALTERNATIVE SOURCES OF FUNDING FOR ENERGY CONSERVATION PROJECTS.

VI. FACULTY, LIBRARIES, AND COMPUTER SERVICES

FACULTY

The Plan provides that the age, rank and tenure status of faculty in public institutions be studied. This analysis was recommended in light of the need for sound planning during a period of stable or declining enrollments.

Status

The SBHE has prepared and published a report dealing with trends in characteristics of faculty.* More detailed analysis will be possible in the future as a result of collection of employee data on computer tape. Fall 1982 will represent the second year of full implementation of this system.

The analysis completed to date indicates that while Maryland public institutions as a group have had increases in the percentages of faculty in the upper ranks and the percentages on tenure during the past few years, Maryland institutions on the average have somewhat greater flexibility than comparable institutions nationally; that is they have lower tenure rates and/or lower percentages of faculty in the upper ranks. This is particularly true for the University of Maryland. Tables 60 and 61 shows the changes between 1975 and 1981 for Maryland on these measures and comparable national data.

Another means by which institutions in Maryland have attempted to preserve a measure of flexibility has been through hiring part-time faculty to accommodate growth and/or to replace full-time faculty lost through normal attrition. Currently, about 45% of all faculty at public institutions are part-time. This compares to 40% in 1977 and 34% in 1975. Comparable national data are not available.

Thus, it appears that Maryland public institutions, as a group, probably have somewhat more freedom than the average institution to respond to changing conditions. In terms of rank and tenure distributions, the University of Maryland is in a particularly good position in comparison to similar institutions to recruit promising faculty, assuming salary levels can become more competitive. Characteristics of faculty will continue to be

*"Trends in the Characteristics of Faculty at Maryland Public Institutions of Higher Education," SBHE, May 1982.

TABLE 60

TRENDS IN THE PERCENTAGE OF FULL-TIME FACULTY WITH TENURE BY SEGMENT

	1975	1978	1981
Maryland			
Community Colleges	58%	68%	72%
Bd. of Trustees, St. Univ. & Coll.	56%	66%	67%
Morgan	63%	76%	75%
St. Mary's	23%	22%	19%
University of Maryland	49%	55%	58%
All Public Institutions	54%	62%	65%
United States (1980)			
Public Two Year			75%
Other Public Four-Year			66%
Public Universities			66%
All Public			68%

TABLE 61

TRENDS IN THE PERCENTAGE OF FULL-TIME FACULTY IN UPPER TWO RANKS

	1975	1978	1981
Maryland			
Community Colleges	45%	56%	58%
Bd. of Trustees, St. Univ. & Coll.	48%	48%	50%
Morgan	46%	48%	54%
St. Mary's	45%	45%	44%
University of Maryland	47%	54%	55%
All Public Institutions	47%	53%	55%
United States (1980)			
Public Two-Year			Not Applicable
Other Public Four-Year			60%
Public Universities			66%
All Public			Not Applicable

monitored and reports published periodically. Future analysis will focus on the age distribution of faculty and their distribution by field.

LIBRARIES

The Plan outlines four areas for library planning activities: (1) data collection, (2) development of standards for evaluating academic libraries, (3) planning for library development, and (4) planning for library automation. The Library Advisory Committee composed of representatives from each of the segments of Maryland higher education assists the staff of the SBHE in addressing these issues.

Data Collection

Data on libraries have been collected regularly through (1) annual State budget submissions of public four-year colleges and universities and (2) less frequent federal government HEGIS data collection regarding libraries from both public and private four-year and two-year colleges and universities. During the past year the staff, with the advice of the Library Advisory Committee, developed a data collection instrument for the consolidated collection of library data at the State level. Definitions for data elements to be collected on this form conform to both existing HEGIS definitions as well as national standards for statistics on library activities. In addition the data collection instrument contains the information required to assess library space needs under the State space guidelines developed last year. The federal HEGIS data collection on libraries will be conducted in calendar year 1982. This is the first such survey in a number of years. Compatability between State and national data collection instruments will reduce the overall amount of data required from institutions. The data collected from these two instruments will be utilized to prepare a Statewide report on library characteristics.

During the past year a survey of the role of Federal College Work Study funds in supporting the staffing levels of academic libraries was conducted. This survey will indicate to what extent the operations of academic libraries will be affected by cutbacks in federal financial aid. A report based on that survey is in preparation.

Library Standards

The Plan provides for the SBHE to examine the need for improved standards for evaluating Maryland's public academic libraries. In the last year routine assessment of the public four-year academic libraries continued as a part of the SBHE

institutional approval process and the SBHE Enhancement Study. Also, data elements for the measurement of public service functions in libraries have been developed, reviewed, and endorsed by the Library Advisory Committee; data collection will follow.

A study based on the library data collected during this coming fiscal year and other years will examine the status of academic libraries in Maryland. A second study will investigate alternative solutions to the space requirements of academic libraries, particularly their requirements for stoarge space. This study will examine the institutional plans, current State guidelines for library space, and alternatives such as space efficient storage techniques and a regional back storage facility.

Planning for Library Development

The Plan provides for the SBHE to develop the capability to coordinate and plan the development of academic libraries in cooperation with the Division of Library Development and Services (DLDS) of the Maryland State Department of Education (MSDE). In 1980 SBHE staff and representatives of public and independent academic libraries revised the DLDS five-year plan for libraries. During the last year several elements of the plan received attention. The importance of providing instruction in the use of the library was emphasized by determination of the form in which information in this activity will be collected. The significance of on-line computerized reference services in libraries were also recognized by similar decisions regarding the collection of data about this aspect of library service. The need to include library administrators and collection development personnel in the formulation of proposals for new academic programs was recognized in the SBHE policies and procedures for academic program review. Further efforts in this area will be undertaken with the assistance of the Library Advisory Committee. The role of the MSDE and SBHE staffs in promoting a Statewide library data base and resource sharing network through the conduct of a survey to identify libraries with machine readable cataloging records as potential contributors to the Statewide data base.

Planning for Library Automation

The Plan provides for the SBHE to examine the status and possibilities for library automation and networking.

One aspect of library automation which has received attention in earlier annual reviews of the Plan focuses on the affiliation of Maryland academic libraries with regional computerized library service centers. During the last year the

number of higher education institutions using these services increased from 21 to 22. Table 62 shows the changes in network affiliation of libraries during the past three years.

Last year the Library Advisory Committee conducted a survey of machine readable cataloging data bases and library cataloging practices. Work on the survey analysis is currently underway.

COMPUTER SERVICES

The Plan provides for Statewide planning for academic computing in public institutions.

The State of Maryland, through legislative and executive actions, has established a clear mandate for the planning, control, and management of State automatic data processing (ADP) resources. The document entitled "State ADP Master Plan for the Eighties" provides the strategies and the framework within which the State's ADP needs can be met while maintaining effective management of ADP resources. In addition, this Plan identifies that the Management Information Systems Division of the Department of Budget and Fiscal Planning, in consultation with the Comptroller, shall be responsible for the planning and controlling of the State ADP function. The SBHE provides input through its budget recommendations and through consultation with MISD.

TABLE 32

LIBRARY NETWORK AFFILIATIONS

Institution	July 1980	July 1981	July 1982
Bowie	C	C	C
Catonsville	None	P	P
Columbia Union	C	C	C
Coppin	C	C	C
Essex	P	P	P
Frederick	None	P	P
Frostburg	PRLC	PRLC	PRLC
Goucher	None	None	P
Harford	P	P	P
Hood	P	P	P
Johns Hopkins	P	P	P
Loyola/Notre Dame	C	P	P
Morgan	C	C	C
Mt. St. Mary's	P	P	P
St. Mary's	P	P	P
Salisbury	None	P	P
Towson	C	C	C
Univ. of Baltimore	C	C	C
UMAB	P	P	P
UMBC	P	P	P
UMCP	P	P	P
UMES	P	P	P
Total Network Members	18	21	22
CAPCON	7	6	6
PALINET	10	14	15
PRLC	1	1	1

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C - CAPCON - Capitol Consortium of Universities
P - PALINET - Pa. Area Library and Information Network
PRLC - Pittsburgh Regional Library Center